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ABSTRACT

The project's purpose was to implement a vocational curriculum evaluation model developed by the Metropolitan Community College (MCC) District. The model was formatively field tested with ten MCC vocational programs and implemented in the evaluation of twenty-four vocational programs. The model's criteria was based on the program's (1) relationship to job market profile, (2) level of occupational community support, (3) meeting vocational aspirations of students, (4) student performance, (5) cost effectiveness, (6) meeting handicapped and disadvantaged students' needs, and (7) demonstrating sex fairness. Model implementation included the revision, administration, and collection of questionnaires. Questionnaires surveyed program completers and leavers, current students, handicapped and disadvantaged students, occupational communities, employers of program graduates and program faculty. (Sample questionnaires are appended.) Other data sources included labor statistics, program costs and enrollment figures, and program facility information. Analyses results were plotted on a program evaluation profile for each program evaluated. The profile points out program strengths and weaknesses and can be used by administrators and others as the data base for decision making policy. The model includes a procedures manual which facilitates replication. (In addition to the sample questionnaires, a facilities checklist and evaluation profiles for the twenty-four programs are appended.) (For the procedures manual see CE 018 869.) (Author/CSS)

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Identification, Description, and Evaluation of Vocational Education Programs at the Metropolitan Community Colleges in Kansas City, Missouri

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BEST COPY AVAILABLE

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ABSTRACT

The purpose of the project was to implement a vocational curriculum evaluation model developed by the Metropolitan Community College District. While the model was formatively field tested with ten of MCC's vocational programs, this project implemented the model in the evaluation of 24 vocational programs. The curriculum evaluation model is based upon the following criteria:

1. Program's relationship to job market profile
2. Program's level of occupational community support
3. Program's success in meeting vocational aspirations of past and present students
4. Program's success in terms of student performance
5. Program's cost effectiveness
6. Program's success in meeting the needs of handicapped and disadvantaged students
7. Program's success in demonstrating sex fairness

Model implementation included the revision, administration, and collection of previously field tested questionnaires. These questionnaires were developed to survey the following populations: program completers and leavers, current program students, handicapped and disadvantaged students, program related occupational communities, employers of program graduates and program faculty. Other data sources included labor statistics, program cost and enrollment figures, and program facility information. Data was primarily analyzed through the application of descriptive statistics. Results of the analyses were plotted on a program evaluation profile for each program evaluated. The profile is constructed so as to provide administrators and other interested personnel an evaluative overview of a program's strengths and weaknesses on each of the criterion measures. The evaluation profile can also be used as an objective data base for decision making policy, such as program alteration or deletion. An outstanding feature of the model is the inclusion of a Procedures or "how to" Manual, which allows for ease in replication.

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INTRODUCTION

The Metropolitan Community College District (MCC), located in Kansas City, Missouri, is comprised of four community colleges that are strategically located within a 400 mile area. These four colleges have brought higher education within a few minutes driving distance for district residents. Longview Community College is located to the south, Maple Woods Community College to the north, Penn Valley Community College is centrally located, and Pioneer, the most recent of the four colleges, conducts non-traditional education in centers throughout the district, thereby extending the accessibility of MCC's educational programs. (See District map, page 2).

In keeping with national trends in higher education, MCC has experienced a decline in enrollment during the past two years. During the three years preceding 1976, the District experienced an unprecedented growth in enrollment. The fall, 1975 District headcount was 15,329, with a FTE student of 12,039. However, the fall, 1976, and fall, 1977 headcount was 13,701, and 12,549 respectively. The FTE student in 1976 was 10,342, and 1977 showed an even further decline of 9,186 FTE student. This trend in enrollment decline has posed severe programming problems, and budgetary constraints for District administrators.

The District has sought to cope with its declining resources in several ways. Marketing strategies have been developed to increase the enrollment of district residents at the four community colleges. Two attempts have been made to increase the District's operating revenue through local taxation. The most recent was in 1976 when MCC proposed a levy to district residents, which failed by a four-to-one margin. This repeated denial of district residents to increased taxation has brought into clearer focus the

the metropolitan community colleges

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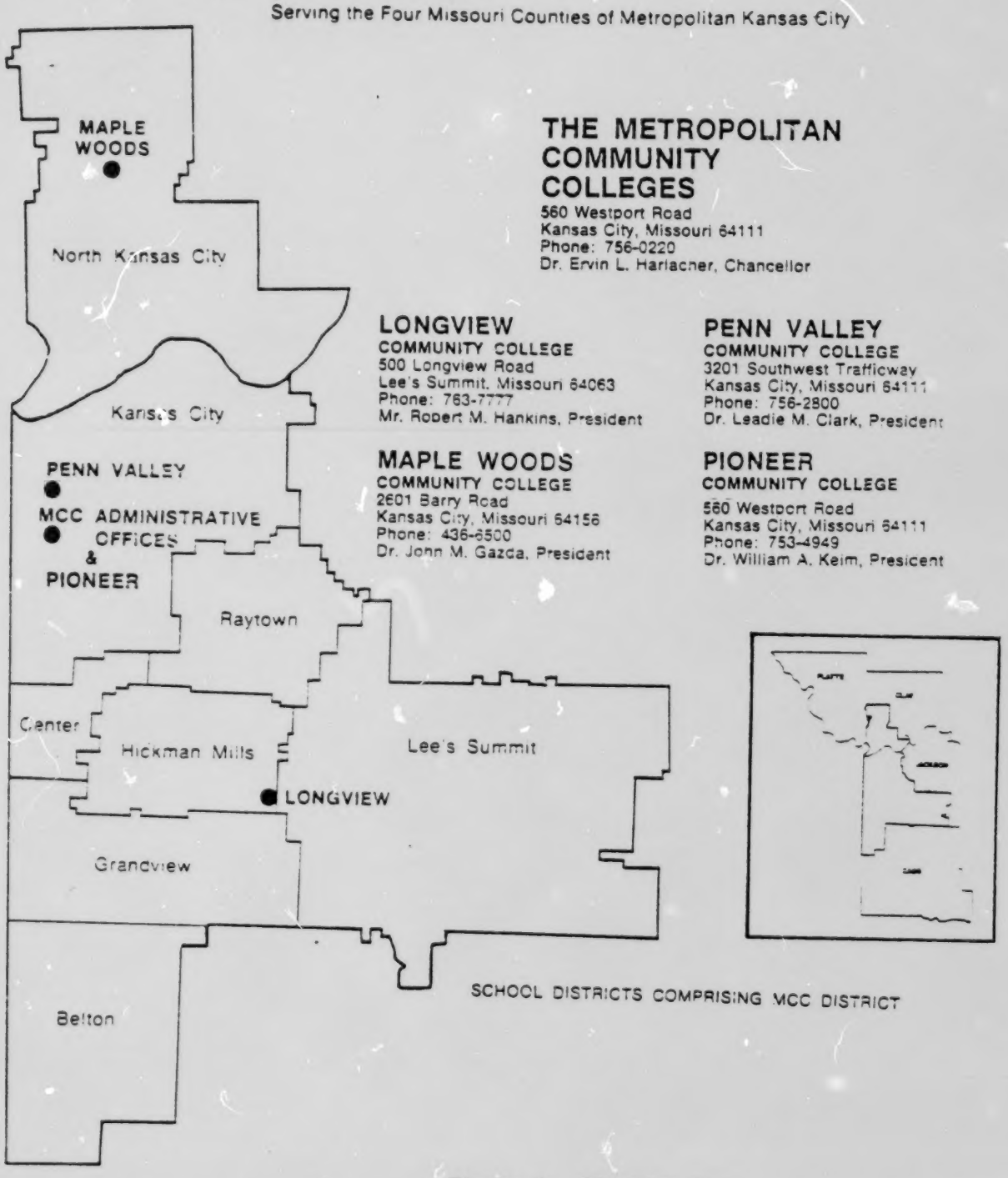

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Figure 1: District Map

need for the Metropolitan Community Colleges to be accountable to its constituents. One of the ways that MCC can effectively communicate to district residents what is being done with their tax dollars is to demonstrate the effectiveness of its training programs. Through program evaluation, rational decisions can be made by district administrators as to the appropriateness of maintaining programs at their current level of operation, terminating programs that are ineffective, and expanding those that are effective, and that indicate by labor market demands that there is an even greater need for program graduates.

History of Model Development

On September 1, 1976, the Division of Planning and Development at the Metropolitan Community Colleges' Administrative Center, was awarded a grant by the Office of Education, under Part C of the Vocational Education Amendments of 1968, to develop and field test a vocational curriculum evaluation model. The rationale underlying the development of an evaluation model was to provide the District with a rational way in which decisions concerning the termination,modification, or maintenance of vocational programs could be made. The model includes the development and field testing of three elements: 1) criteria for program evaluation which were based on the objectives of MCC's vocational programs, and the state of Missouri's objectives for vocational education; 2) instruments to collect data; and 3) procedures for program evaluation. Six criteria were identified during the initial project year, with the seventh criterion added during the subsequent project year. The following are the criteria that were used in MCC's Evaluation Model:

1. The program meets the needs of the local job market
2. The program is successful in meeting the vocational aspirations of past and present students

3. The program demonstrates successful performance of its graduates

4. The program receives the support of the occupational community for which training is provided

5. The program is cost-effective

6. The program is successful in meeting the needs of handicapped and disadvantaged students

7. The program is successful in demonstrating sex fairness

In addition to the seven criteria, twenty-nine sub-criteria were developed in order to respond to such questions as: "How do we measure whether the program is meeting the needs of the local job market?" "How do we measure cost-effectiveness?" "What is successful performance?" "What is community support?" et cetera. Table 1 lists the twenty-nine sub-criteria under the appropriate criterion, the populations from which data was collected, and the instruments that were used to collect the data. The instruments included mail-out questionnaires, checklists, and evaluation forms.

The instruments are provided in Appendix A-G and include the following: 1) Advisory Committee Questionnaires, 2) Current Student Questionnaire, 3) Graduate Questionnaire, 4) Employer Questionnaire, 5) Occupational Community Questionnaire, 6) Program Cost Form, 7) Cost Effectiveness Rating Form, 8) Program Chairperson Questionnaire, and 9) Facilities Checklist.

The mail-out questionnaires were developed to survey the following populations: program completers and leavers, persons who had input into the weights assigned to the criteria and sub-criteria, program students who were currently enrolled, handicapped and disadvantaged students, program related occupational communities, employers of program completers and leavers, and program faculty. Other data sources included labor statistics, program cost and enrollment figures, and program facility information. Data was primarily analyzed through the application of descriptive statistics.

TABLE 1

CRITERIA	SUB-CRITERIA	POPULATION SAMPLED	CRITERION MEASURE
I. THE PROGRAM MEETS THE NEEDS OF THE LOCAL JOB MARKET	A. The program meets the employment needs expressed by the local occupational community.	Local Businesses and Industries	Occupational Community Questionnaire
	B. Program students are employed in the area of training or a related field.	Program Graduates (Completers and Leavers)	Graduate Questionnaire
	C. The program meets the training needs expressed by the local occupational community.	Local Businesses and Industries	Occupational Community Questionnaire
	D. The program prepares students for presently available or statistically projected local job openings.	Labor Market	Manpower Division report
II. THE PROGRAM IS SUCCESSFUL IN MEETING THE VOCATIONAL ASPIRATIONS OF PAST AND PRESENT STUDENTS	A. Program graduates view their vocational training as adequate preparation for their employment.	Program Graduates (Completers and Leavers)	Graduate Questionnaire
	B. Program graduates are satisfied with the knowledge offered by their program of study.	Program Graduates (Completers and Leavers)	Graduate Questionnaire
	C. Program graduates are satisfied with the skills training offered by their program of study.	Program Graduates (Completers and Leavers)	Graduate Questionnaire
	D. Program graduates rate the quality of their program of study as above average.	Program Graduates (Completers and Leavers)	Graduate Questionnaire

CRITERIA	SUB-CRITERIA	POPULATION SAMPLED	CRITERION MEASURE
	E. Current students are satisfied with the skills training offered by their program of study.	Current Students	Current Student Questionnaire
	F. Current students are satisfied with the knowledge offered by the program of study.	Current Program Students	Current Student Questionnaire
	G. Current program students rate the quality of their program of study as above average.	Current Program Students	Current Student Questionnaire
III. THE PROGRAM DEMONSTRATES SUCCESSFUL PERFORMANCE OF ITS GRADUATES	A. Employers are satisfied with the employee-graduate's overall job performance.	Employers of Program Graduates	Employers Questionnaire
	B. Employers do not spend more than the average amount of time entry training their employee-graduates.	Employers of Program Graduates	Employers Questionnaire
	C. Employers do not spend more than the average amount of money entry training their employee-graduates.	Employers of Program Graduates	Employers Questionnaire
IV. THE PROGRAM RECEIVES THE SUPPORT OF THE OCCUPATIONAL COMMUNITY FOR WHICH TRAINING IS PROVIDED	A. Employers of graduates are willing to hire another graduate.	Employers of Program Graduates	Employers Questionnaire
	B. The occupational community supports the program through their willingness to hire program graduates.	Local Businesses	Occupational Community Questionnaire
	C. Employers of program graduates rate the program's job preparation as competent.	Employers of Program Graduates	Employer Questionnaire

CRITERIA	SUB-CRITERIA	POPULATION SAMPLED	CRITERION MEASURE
	D. The program's knowledge and skills training is rated appropriate by the occupational community.	Local Businesses	Occupational Community Questionnaire
	E. The occupational community is aware of the program.	Local Businesses and Industries	Occupational Community Questionnaire
V. THE PROGRAM IS COST-EFFECTIVE	A. The program's cost per generated credit hour is balanced with its benefits in order to support the continuation of the program.		
	B. The program's cost per teacher contact hour is balanced with its provided benefits in order to support the continuation of the program.	Program Costs and Benefits	Cost-Benefit Evaluation Form
VI. THE PROGRAM IS SUCCESSFUL IN MEETING THE NEEDS OF HANDICAPPED AND DISADVANTAGED STUDENTS	A. Program facilities are equipped to handle the physically handicapped.	Program Facilities	Facilities Checklist
	B. The program has available personal support services to encourage the participation of the disadvantaged.	Program Chairpersons	Program Questionnaire
	C. The program has available personal support services to encourage the participation of the disadvantaged.	Program Chairpersons	Program Questionnaire
	D. The program has available academic assistance for the disadvantaged.		
	E. The program communicates its willingness to enroll the handicapped.	Program Chairpersons	Program Questionnaire

CRITERIA	SUB-CRITERIA	POPULATION SAMPLED	CRITERION MEASURE
	F. The program communicates its willingness to enroll the disadvantaged.	Program Chairpersons	Program Questionnaire
VII. THE PROGRAM IS SUCCESSFUL IN DEMONSTRATING SEX FAIRNESS	A. The program encourages students of both sexes to enroll in the program.	Program Chairpersons	Program Questionnaire
	B. Students do not drop from program because of sex bias.	Program Graduate	Graduate Student Questionnaire

The model incorporated a paired-comparison weighting scheme (Edwards, 1957) which was used to reflect the perceived importance placed on the evaluative criteria and sub-criteria by the two advisory committees. Criterion and sub-criterion weights were thus assigned which allowed the evaluation results to be plotted on a program evaluation profile. The profile is constructed so as to provide administrators and other interested personnel an evaluative overview of a program's strengths and weaknesses on each of the criterion measures.

METHODS

This section details the process used to accomplish the evaluation. It has been written to allow readers the choice of either (a) adopting the MCC model and using the presented criteria, sub-criteria, criterion measures, etc., or (b) adopting the MCC model and replicating procedures to construct a model tailored to the criteria, sub-criteria, etc. of their own institution.

Identification of Survey Populations

Prior to implementing the evaluation model, the following populations must be identified:

Primary Advisory Committee (Criterion Questionnaire)[1]- A Primary Advisory Committee must be established in order to determine the importance of each of the model's criteria in contributing to the overall evaluation of a vocational program. This committee will serve to construct the criterion weights by responding to a paired comparison questionnaire containing all criteria to be used in the model.[2]

The committee used at MCC consisted of 159 state and local educators, legislators, college trustees, students, and local businesspersons. With this committee, the MCC model recognized the needs and values of faculty, students, funding agents, administrators and members of the local occupational community for which students are trained.

[1]The questionnaire enclosed in parenthesis is the one which is used with the population described.

[2]The specific methods regarding use of each type of questionnaire will be detailed at the appropriate place in the data analyses section.

Secondary Advisory Committee - The Secondary Advisory Committee is used to construct Weights for each criterion's sub-criteria. This questionnaire is much longer than the one used to construct the criterion weights. Because of the time required to respond to a lengthy questionnaire, a smaller group of persons should be selected which is most directly involved with, and interested in the evaluation results.

For example, the MCC Second Advisory Committee consisted of 4 academic deans, the 4 college presidents, 10 key administrators and the 2 evaluators from the 4 colleges and the district office. The composition and size of this committee may vary across institutions depending upon the types of sources of input sought. It is recommended, for statistical reasons however, that responses from at least 20 persons be obtained.

Current Program Students (Current Student Questionnaire) - Currently enrolled students by program of enrollment must be identified. The most efficient way of accessing this data is through the use of existing computer system files, if these are available. If computer access is not possible, the appropriate program and college personnel should be asked to generate these lists. All program students should be surveyed unless the number is very large, and lists must be generated by hand.

Program Completers (Graduates) (Student Follow-up Questionnaire) - Program completers are defined as persons who have actually completed degree requirements and have graduated from a program. Again, lists of these students may be identified from computer files and subsequently validated. Also, both program personnel and the college registrar may be good sources for identifying these completers. It is recommended that graduates from the previous two academic years be identified and surveyed for two reasons. First, this provides information from graduates who have

been out of the program and employed for over a year, as well as from those who have recently graduated. The perspectives of persons who have had a chance to apply skills for a longer time may differ from those of persons who are relatively new on a job. Second, because some programs have very few graduates, the survey of graduates from the last two years is needed to increase the number of responses and therefore yield more stable data analyses.

Program Leavers (Student Follow-up Questionnaire) - Program leavers are defined as persons who have left a program of study with "marketable skills". These persons are usually more difficult to identify because they must be differentiated from "drop-outs" or those who have left a program but have acquired no marketable skills from their study in the program. The first step in making this distinction involves the definition and identification of "marketable skills". Conceptually, such a skill is one that would help a person secure work in a given vocational field or would directly contribute to better job performance, advancement, etc. In the MCC evaluation, for example, only those vocational courses that were reimbursed by the state legislature were considered to have provided students with marketable skills.

The second step involves determining which of these marketable skills courses correspond to which vocational programs. For example, a course in Criminal Justice would provide a student in an Administration of Justice program with a marketable skill but would not provide an Automotive Student with one. Therefore, a list must be made which indicates the program of study in which a student must be enrolled for a given course to provide her/him with a marketable skill.

Finally, those students who have left school prior to graduation (without transferring to another school) are to be identified for each program. Transcripts are then examined and a list made of students who have successfully attained a marketable skill (i.e. a grade of 'C' or above in one of the courses on that program's list) from the program. This process yields a listing of program leavers.

Employers of Program Completers and Leavers (Employer Questionnaire) - Employers of program completers and leavers are the most easily identified groups. The Student Follow-up Questionnaire sent to completers and leavers contains a section asking each student who is employed to indicate place of current employment and name of direct supervisor.

Surveys are then sent to these persons' supervisors. In cases where a supervisor is not named, the user should request that the personnel director (for example) route the survey to the appropriate person having some knowledge of this past student's job performance.

Employers of some past students are not to be surveyed, however. A second item on the Student Follow-Up Questionnaire asks the degree of relationship between the person's employment and her/his program of study training. Employers should not be surveyed if no relationship exists.

Occupational Community (Occupational Community Questionnaire) - A program's occupational community can be identified through the help of the program chairperson. The chairperson should be able to provide standard industrial codes (SIC) for businesses related to the area of program training. For example, Animal Health Technology's occupational community is comprised of veterinary hospitals and clinics with a SIC code of 722.

After the occupational SIC code has been identified, a random list of business names and addresses within the SIC code can be taken from Contacts

Influential book. Most major cities in the U.S. have this resource available. It is recommended that at least 100 businesses be contacted within an occupational community, if possible. Professional organizations within an occupational community may also provide names and addresses or even mailing labels of its members. These lists may be available for low or no cost. It is recommended that the occupational community selected be verified by program chairpersons.

The Access of Nonsurvey Data

Some of the data utilized in the evaluation model must be accessed from sources other than population surveys. Such data includes program cost information, labor market projections, and program information.

Program Cost Information - In order to evaluate a program's cost-effectiveness, both cost per credit hour and cost per contact hour must first be calculated for all vocational programs in the district. Costs of every program, whether they are currently being evaluated or not, must be calculated as the evaluation of an individual program is normatively based. (Specific calculation methods are detailed later in the data analyses section.)

Two general types of data are needed and include both budget and enrollment information. In the MCC evaluation, all indices were computed on a full year basis. Budget information was based on final figures for the latest completed fiscal year. Enrollment figures were computed for a full academic year, including fall, spring, and summer terms. In order to correspond to the fiscal year figures, however, the academic year was defined as beginning with the summer semester, rather than the fall semester, as usually defined. Enrollment figures were thus obtained from the same three consecutive semesters on which the budget information was based.

For each program, six different budget and enrollment figures must be identified, including the following:

1. Program FTE (Full-time equivalent) - This figure is calculated based upon the total number of hours in which students are enrolled in a given program. This figure must be obtained from enrollment reports which list students and hours taken grouped by their program of enrollment. The number of credit hours per semester which defines a student as "full-time" must also be determined. For example, MCC defines a student enrolled in at least 12 hours as full-time. Therefore, the total number of hours in which students are enrolled in a particular program, divided by 12, yields the FTE for that program.

2. Program Credit Hours - This figure refers to the total number of credit hours generated by a program's courses. Program credit hours must be obtained from reports which list courses grouped by program (department). The total number of enrollment hours in all courses offered by a given program yields the necessary credit hour figure.

3. Program Contact Hours - This figure refers to the number of instructor contact hours which correspond to the courses offered by a given program. For example, a 3 credit hour lecture course may involve only 3 contact hours per week by the instructor. A 3 credit hour laboratory course may, however, involve 6 instructor contact hours per week.

Again, these totals must be identified for all courses offered by a given program. If these are not available in existing reports, program chairpersons and faculty may be requested to assist in generating the totals. If this proves unfeasible, the sub-criterion based on contact hours may be deleted.

4. PIE - Program Instructional Expense - This figure is defined to include the salaries and benefits paid to faculty for teaching courses offered by the program. If faculty teach courses in more than one program, that percentage of the faculty members' salaries and benefits that reflects teaching in the particular program of interest must be included. This data should be obtained from budget reports which list expenditures by each program.

5. PSE - Program Support Expense - This figure includes all program specific expenses (i.e. support staff, supplies, equipment, furniture, misc., etc.) except those identified above as instructional expense. This data is usually listed, by program, along with the instructional expense.

6. RFE - Relative Faculty Effort - This figure is an estimate of faculty effort devoted to instructional activities, as opposed to research, committee activities, etc. By multiplying the instructional expenses by the RFE, an attempt is made to identify that portion of faculty cost which is appropriately distributed to instruction. As stated in the Commonwealth report (Beatty, G., Gulko, W. W. and Sheenan, 1974):

> The proportion of faculty effort devoted to instruction may, for some institutions, be the most difficult data element to provide. For example, distributing the Relative Faculty Effort by level of instruction often requires an imprecise determination of what is basically a subjective variable (p. 12).

For the MCC model, a constant RFE of .90 (90% of faculty effort used for instruction) was used for all programs. While it is highly desirable and recommended that the RFE factor serve as a variable across programs, the estimates were too subjective and lacking of variability (.88 to .92) to support the use of a non-constant. (Clark, 1976). Consequently, the program formulas used a constant estimated RFE of .90. To improve the discriminating ability of the ICI formulas, users of the MCC model are

recommended to provide more accurate and variable estimates of the RFE. Suggestions for attaining these estimates may be found in the Commonwealth report.

The user must also identify two indices for the college including:

1. College Administration, Operations & Maintenance Expense - This figure includes the salaries and benefits of all administrative and staff personnel who provide support at the college level. Also included are the entire college level operations and maintenance costs. In the MCC evaluation, all expenses such as scholarships, etc. that were actually funded by outside sources were not included in this total.

2. College FTE (Full-time equivalent) - This figure is based on total hours of enrollment in the college and the same full-time student definition as used in determining Program FTE (i.e. 12 hours = 1 full-time equivalent).

Finally, dependent upon the institution's structure, two additional indices may need to be identified. If the institution is such that there are several colleges that form a district structure, both District Administration, Operations & Maintenance Expense and District FTE must be calculated at the District level as they were at the college level.

Labor Market Projections - In order to determine labor market projections, persons in other locations may contact their nearest State Division of Employment Security. The Division of Employment Security publishes labor trends and projections covering a ten year period, and these trends and projections are updated annually. If employment projections by occupation cannot be translated into the evaluation model requirements or High, Medium, or Low need, then criteria must be established for assigning a particular program to one of these categories. Consideration must be given to the number of area

schools offering the program, the number of yearly graduates, and the average number of annual job openings. The latter consideration is provided in the Division of Employment Security publication.

Metropolitan Community Colleges used two sources in determining labor demands for its occupational programs. Labor trends and projections for employment in business within SIC codes (Standard Industrial Codes) are provided in a report by the Manpower Division of Kansas City, Missouri. Program graduates' chances for employment in the Kansas City Metropolitan Area were determined by comparing their program with those listed in the report. A copy of the report with projections to 1980 is in the project file. Although the report has been useful, there has not been any updating of the report since its publication in 1976. Hence, project staff utilized the Kansas City Employment Outlook-Projections to 1985, published in April, 1978 by the Missouri Division of Employment Security. In addition to utilizing these two publications, economists with the City Development Department assisted in the placement of occupational programs into one of the following categories that describes labor market demands of High, Medium or Low need.

Program Facilities Checklist - MCC utilized three sources in the construction of a facilities checklist to determine the extent to which program space is accessible to the handicapped. The checklist incorporates requirements from: (1) the State of Missouri's Design Criteria for Public School Plants Accommodating the Physically Disabled; (2) Access published by the Greater Kansas City Council of Handicapped Citizens; and (3) The Higher Education Accessibility Project, developed by Abt. Associated Inc., Cambridge, Massachusetts. The checklist is comprehensive and goes beyond the state's minumum requirements. In order to use the checklist, program space must be identified, and compared to the checklist.

Program Competencies - All program chairpersons, with their faculty members, are to develop a list of skills or competencies that their graduates will be able to perform. These competencies are to be mailed out with the occupational community questionnaire. In order to specify skills learned, the program's curriculum must be analyzed, and for each of the program courses, specified skills must be stated. In cases where skills are developmental from lower level courses to higher level courses, only the higher level skills need be specified. The necessity of comparing skills to courses becomes apparent on the occupational community questionnaire when the occupational community is asked "what specific skills do you feel should be deleted?" This information can be translated back to specific courses, and can be helpful in the formative evaluation of programs.

Program Checklist - The program checklist is designed to determine the extent to which occupational programs meet the needs of handicapped and disadvantaged students, and the extent to which they demonstrate sex fairness. The checklist can either be sent through the mail or completed during a brief interview. The contents of the checklist inquire as to the number and kind of personal support services (e.g., financial aid, tutoring, etc.) made available for the handicapped and disadvantaged as well as the number and kind of recruitment efforts made for these same individuals. It also inquires as to the program's encouragement of both sexes to enroll in program.

Data Collection Procedures

The MCC model includes a mail survey of five populations and involves sending out the following questionnaires to large groups of people for each program evaluated: 1) Current Student, 2) Student Follow-up, 3) Occupational

Community, and 4) Employer Questionnaires. The fifth population, the Advisory Committees are surveyed only once, and the data collected is used for all programs evaluated. Although this section briefly describes the steps involved in data collection, the reader is referred to the Procedures Manual for specific procedures, logging forms, and return rate summary forms for use in conducting these surveys.

1. Select the number of mailings - Project staff decided to send an initial mailing and two follow-up mailings to each population surveyed in order to increase the return rates obtained during the field test of the model. During the field test only two populations were sent two follow-up mailings, current students, and program completers and leavers. Employers were sent one follow-up, and the occupational community was surveyed only once, with the initial mailing. The following return rate percentages represent the actual return rates obtained as a result of an initial mailing and two follow-up mailings. It may serve to provide expected percentage increases as a result of a second and third mailing.

	Cumulative Percentage (of total) Returned		
Questionnaire Sent	Initial Mailing	2nd Mailing	3rd Mailing
Current Student	28	45	60
Student Follow-up	33	45	55
Occupational Community	21	35	46
Employer	58	75	83

Based on the large return increases due to sending two follow-ups, it is recommended that three mailings be sent to each group. If clerical resources are limited, however, first priority should be placed on sending the third mailing to both the Student Follow-Up and Employer groups. Although the percentage returned after the second mailing is high for both of these groups, the sizes of the initial populations are much smaller than those of the current students and occupational communities. Therefore, the actual number of Student Follow-Up and Employer returns is much smaller and higher return percentages are needed to obtain a reasonable number of responses for analyses.

2. Access mailing labels - After the number of mailings have been decided upon, the next step is to prepare or access a set of mailing labels for each program per questionnaire type. The number of mailings will determine the number of duplicate sets of mailing labels needed. There are two suggested ways of accessing or creating these sets of labels. They may be accessed from appropriate computer files, or the original list obtained may be photocopied onto blank labels. Whatever method is used for obtaining label sets, they should be made separately for each program and for each questionnaire type. This will greatly facilitate the mailing process as all programs will not be surveyed at exactly the same time. Separation of labels by program will prevent the necessity of sorting through many labels to identify the appropriate ones for each program.

3. Prepare the master list - A copy of the set of labels should be made to serve as the master list. The master list will be used for numbering questionnaires, and determining which persons have returned the questionnaires in order that they not be sent a second and third mailing.

4. Assign program codes - It is convenient to assign each program evaluated with a letter of the alphabet. Other codes may also be used, however, whatever code is used, the same code should be used with all types of questionnaires sent for a given program. The program code should be recorded on each of that program's master lists.

5. Assign population codes - After the names of populations to be surveyed have been accessed, and master lists prepared, the names on each list should then be numbered consecutively from 1 through the number of persons on the list. For example, a nursing program has 100 current students and 50 graduates, and a secretarial program has 200 current and 75 graduate students. Assigning the letter 'a' to the nursing program, the respective current and graduate master lists for nursing would be numbered 'a1' through 'a100' and 'a1' through 'a50'. Assigning the letter 'b' to the secretarial program, the current graduate master lists for this program would be numbered 'b1' through 'b200' and 'b1' through 'b75', respectively.

The MCC staff numbered each of the lists down the column and found that consistently numbering in this same manner facilitated the mailing process (as labels may then always be pulled from the sheets in the same order). Whether one numbers down the columns or across the rows, it is therefore recommended that the same order always be used. Once these master lists are completed, they will be used for determining questionnaire numbers for all three mailings.

6. Assign questionnaire codes - Before a certain type of questionnaire is ready to be mailed for a program, the questionnaire must be numbered according to the appropriate master list. In the example above, the numbers 'a1' through 'a100', consecutively, should be typed in the upper right hand corners of the questionnaires to be sent to current nursing students.

These numbers will serve to identify which students have returned the questionnaires after each mailing and which ones need to be contacted again.

Once a set of questionnaires has been sent, record must be kept on which ones are non-deliverable, which are returned completed, etc.

7. Prepare Return Log for initial returns - Prior to the initial mailing, a Return Log with the required number of pages, should be assembled for each program. The following steps should be followed during the logging process:

(1) sort questionnaires by type

(2) sort questionnaires by program

(3) sort questionnaires numerically by type and program

(4) enter the returns on the Return Log prepared for each program and questionnaire type

8. Prepare for Second and Third Mailings - The following three items are needed for each program per questionnaire type prior to sending the second and third mailing: (1) the Return Log, (2) Program master sheet, and (3) mailing label sets. The names of all persons who have returned questionnaires must be deleted from each of the three items. All of the mailing labels that have not been deleted represent the second mail-out list. The same procedures are to be followed in deriving the third mailing list.

9. Prepare Employer Questionnaire Mailings - employer mailings are quite different from the other questionnaire mailings. The responses of program completers and leavers on the Follow-up Questionnaire returns must be inspected and the following tasks must be completed:

(1) All questionnaires for which no employer is indicated, and all those on which 'job not related to training' is checked must be pulled.

(2) labels must be typed for the employer listed on the questionnaire

(3) the master list, label sets, and return log are completed in the same manner as for other survey instruments.

Data Analyses

Paired Comparisons Analyses - Paired comparison analyses must be performed to analyze the questionnaire responses of both the Primary and the Secondary Advisory Committees. A separate analyses is performed for the set of criterion statements and for each of the sets of sub-criterion statements.

A. Retention or Deletion of Judges

As the first step in the analyses of each set of criterion statements, responses must be eliminated of those committee members (hereafter referred to as judges) who either: a) left one or more pairs blank, checking neither statement as more important, b) checked both statements in any given pair, or c) exhibited an extreme pattern of inconsistent responses. Inconsistent responses are evident when a large number of circular triads are made by a judge. An example of what is meant by a circular triad is the situation in which a judge rates A as more important than B, B as more important than C, yet inconsistently follows by rating C as more important than A.

The number of circular triads made by judge can be obtained from a table such as that shown in Table 2. For each judge, her/his responses are arranged in such a matrix where the statement number is given as both the row and column headings. When the column stimulus (or statement number) is judged more favorable than the row stimulus, a 1 is entered in the corresponding cell of the table. For example, the 1 (A) in column 2/row 1 indicates that statement 2 was rated more favorable that statement 1. If the column stimulus is judged less favorable than the row stimulus, a 0

is entered in that cell. In cell (B) therefore, the 0 indicates that statement 1 was judged less favorable than statement 2.

Table 2

Comparative Judgements for a Judge with 3 Circular Triads

Statement	1	2	3	4	5	
1	-	1(A)	1	0	1	
2	0(B)	-	0	1	1	
3	0	1	-	0	0	
4	1	0	1	-	1	
5	0	0	1	0	-	
a	1	2	3	1	3	
a^2	1	4	9	1	9	$\Sigma a^2 = 24$

Once cell entries have been made for a given judge, 'a' and 'a^2' should be calculated. The 'a' value is the sum of the entires in a given column, while 'a^2' is simple the square of each of these values.

The number of circular triads, 'd', made by the judge is given by

$$d = (1/12)(n)(n-1)(2n-1) - (\Sigma a^2)/2$$

where: d = number of circular triads

n = number of statements in the set

Σa^2 = sum of a^2 values for all columns

For the example shown in Table 2, the formula is worked as follows:

$$d = (1/12)(5)(5-1)(10-1) - (24)/2$$

$$= 15 - 12$$

$$= 3$$

Therefore, Table 2 illustrates the case of a judge who made 3 inconsistent responses. Finally, the user must decide whether or not this is large enough a number to eliminate this judge's responses from further analyses. Table 3 indicates the standards for retaining or eliminating a judge based on the calculated 'd' value and the number of statements in the set.

Table 3

Judge Retention Criteria

Number of Statements in Set (n)	Retain if 'd' equals or is less than:
10	21
9	14
8	8
7	4
6	3
5	2
4	0
3	0

The responses of those judges who have a greater number of discrepancies than the criteria given in this table should not be included in the paired comparison analyses described below.

B. Analyses Procedures

The example used to illustrate the actual paired comparison procedures comes from the MCC evaluation and is based on the Primary Advisory Committee's responses to the model's 7 criteria. First, responses to the paired statements must be arranged in a F matrix which contains the frequencies with which each column criterion measure was judged more important than the row criterion measure. The F matrix is presented in Table 4.

Table 4

The F Matrix for 7 Statements Judged by 100 Individuals

Statement	1	2	3	4	5	6	7
1	-	13	39	39**	10	11	15
2	77	-	77	82	34	41	24
3	51	13	-	41	23	9	10
4	51*	8	49	-	14	10	12
5	80	56	67	76	-	49	35
6	79	49	81	80	41	-	22
7	75	66	80	78	55	68	-

To illustrate, inspection of the first column entries shows that 51* judges believed that criterion measure one, "Program's relationship to job market profile," was more important in the evaluation of vocational education than was criterion measure four, the "Program's level of community support." The total number of comparative judgements for each pair of statements was 90, the number of individuals making judgments. By dividing each cell entry presented in Table 4 by the total number of respondents (n), the proportional (P_{ij}) entries shown in Table 5 were obtained.

Using a table of normal deviates corresponding to proportions of a dichotomized unit normal distribution (shown in Table 6) is possible to find corresponding Z_{ij} values for the P_{ij} entries of Table 5. For example, returning to the comparison of criterion measures one and four, it was observed that 51 individuals (P of .567) indicated a preference for criterion measure one over four. By looking up the $P_{4,1}$ value of .567 on the table of normal deviates, one can obtain a corresponding $Z_{4,1}$ value of .169.

This substitution procedure is used to provide the Z_{ij} values, as illustrated in Table .

Table 5

The P Matrix Corresponding to the F Matrix of Table 4

Statement	1	2	3	4	5	6	7	
1	.500	.144	.433	.433	.111	.122	.167	
2	.856	.500	.856	.911	.378	.456	.267	
3	.567	.144	.500	.456	.256	.100	.111	
4	.567	.089	.544	.500	.156	.111	.133	
5	.889	.622	.744	.844	.500	.544	.389	
6	.878	.544	.900	.889	.456	.500	.244	
7	.833	.733	.889	.867	.611	.756	.500	
Sums	5.090	2.776	4.866	4.900	2.468	2.589	1.811	Σ = 24.5

TABLE 6

Table of normal deviates (z) corresponding to proportions (p) of a dichotomized unit normal distribution.

p	0	1	2	3	4	5	6	7	8	9
[illegible]										
98	2.054	2.065	2.075	2.086	2.097	2.108	2.120	2.132	2.144	2.157
97	1.881	1.896	1.911	1.927	1.943	1.960	1.977	1.995	2.013	2.034
96	1.751	1.762	1.774	1.787	1.799	1.812	1.825	1.838	1.852	1.866
95	1.645	1.655	1.665	1.675	1.685	1.695	1.706	1.717	1.728	1.739
94	1.555	1.563	1.572	1.580	1.589	1.598	1.607	1.616	1.626	1.635
93	1.476	1.483	1.491	1.499	1.506	1.514	1.522	1.530	1.538	1.546
92	1.405	1.412	1.419	1.426	1.433	1.440	1.447	1.454	1.461	1.468
91	1.341	1.347	1.353	1.359	1.366	1.372	1.379	1.385	1.392	1.398
90	1.282	1.287	1.293	1.299	1.305	1.311	1.317	1.323	1.329	1.335
89	1.227	1.232	1.237	1.243	1.248	1.254	1.259	1.265	1.270	1.276
88	1.175	1.180	1.185	1.190	1.195	1.200	1.206	1.211	1.216	1.221
87	1.126	1.131	1.136	1.141	1.146	1.150	1.155	1.160	1.165	1.170
86	1.080	1.085	1.089	1.094	1.098	1.103	1.108	1.112	1.117	1.122
85	1.036	1.041	1.045	1.049	1.054	1.058	1.063	1.067	1.071	1.076
84	994	998	1.003	1.007	1.011	1.015	1.019	1.024	1.028	1.032
83	954	958	962	966	970	974	978	982	986	990
82	915	919	923	927	931	935	938	942	946	950
81	878	882	885	889	893	896	900	904	908	912
80	842	845	849	852	856	860	863	867	871	874
79	806	810	813	817	820	824	827	831	834	838
78	772	776	779	782	786	789	793	796	800	803
77	739	742	745	749	752	755	759	762	765	769
76	706	710	713	716	719	722	726	729	732	736
75	674	678	681	684	687	690	693	697	700	703
74	643	646	650	653	656	659	662	665	668	671
73	613	616	619	622	625	628	631	634	637	640
72	583	586	589	592	595	598	601	604	607	610
71	553	556	559	562	565	568	571	574	577	580
70	524	527	530	533	536	539	542	545	548	550
69	496	499	502	504	507	510	513	516	519	522
68	468	470	473	476	479	482	485	487	490	493
67	440	443	445	448	451	454	457	459	462	465
66	412	415	418	421	423	426	429	432	434	437
65	385	388	391	393	396	399	402	404	407	410
64	358	361	364	366	369	372	375	377	380	383
63	332	335	337	340	343	345	348	350	353	356
62	305	308	311	313	316	319	321	324	327	329
61	279	282	284	287	290	292	295	298	300	303
60	253	256	259	261	264	266	269	272	274	277
59	228	230	233	235	238	240	243	246	248	251
58	202	204	207	210	212	215	217	220	222	225
57	176	179	181	184	187	189	192	194	197	199
56	151	154	156	159	161	164	166	169	171	174
55	125	128	131	133	136	138	141	143	146	148
54	100	103	105	108	111	113	116	118	121	123
53	075	078	080	083	085	088	090	093	095	098
52	050	053	055	058	060	063	065	068	070	073
51	025	028	030	033	035	038	040	043	045	048
50	000	003	005	008	010	013	015	018	020	023

TABLE 6 (cont.)

P	0	1	2	3	4	5	6	7	8	9
48	- 025	- 023	- 020	- 018	- 015	- 013	- 010	- 008	- 005	- 003
47	- 050	- 048	- 045	- 043	- 040	- 038	- 035	- 033	- 030	- 028
46	- 075	- 073	- 070	- 068	- 065	- 063	- 060	- 058	- 055	- 053
45	- 100	- 098	- 095	- 093	- 090	- 088	- 085	- 083	- 080	- 078
44	- 126	- 123	- 121	- 118	- 116	- 113	- 111	- 108	- 105	- 103
43	- 151	- 148	- 146	- 143	- 141	- 138	- 136	- 133	- 131	- 128
42	- 176	- 174	- 171	- 169	- 166	- 164	- 161	- 159	- 156	- 154
41	- 202	- 199	- 197	- 194	- 192	- 189	- 187	- 184	- 181	- 179
40	- 228	- 225	- 223	- 220	- 217	- 215	- 212	- 210	- 207	- 204
39	- 253	- 251	- 248	- 246	- 243	- 240	- 238	- 235	- 233	- 230
38	- 279	- 277	- 274	- 272	- 269	- 266	- 264	- 261	- 259	- 256
37	- 305	- 303	- 300	- 298	- 295	- 292	- 290	- 287	- 285	- 282
36	- 331	- 329	- 327	- 324	- 321	- 319	- 316	- 313	- 311	- 308
35	- 358	- 356	- 353	- 350	- 348	- 345	- 342	- 340	- 337	- 335
34	- 384	- 382	- 379	- 377	- 374	- 371	- 369	- 366	- 364	- 361
33	- 412	- 409	- 407	- 404	- 401	- 399	- 396	- 393	- 391	- 388
32	- 440	- 437	- 434	- 432	- 429	- 426	- 423	- 421	- 418	- 415
31	- 468	- 465	- 462	- 459	- 457	- 454	- 451	- 448	- 445	- 443
30	- 496	- 493	- 490	- 487	- 485	- 482	- 479	- 476	- 473	- 470
29	- 524	- 522	- 519	- 516	- 513	- 510	- 507	- 504	- 502	- 499
28	- 553	- 550	- 548	- 545	- 542	- 539	- 536	- 533	- 531	- 527
27	- 583	- 580	- 577	- 574	- 571	- 568	- 565	- 562	- 559	- 556
26	- 613	- 610	- 607	- 604	- 601	- 598	- 595	- 592	- 589	- 586
25	- 643	- 640	- 637	- 634	- 631	- 628	- 625	- 622	- 619	- 616
24	- 674	- 671	- 668	- 665	- 662	- 659	- 656	- 653	- 650	- 646
23	- 706	- 703	- 700	- 697	- 694	- 690	- 687	- 684	- 681	- 678
22	- 738	- 736	- 732	- 729	- 726	- 723	- 719	- 716	- 713	- 710
21	- 772	- 769	- 765	- 762	- 759	- 755	- 752	- 749	- 745	- 742
20	- 805	- 803	- 800	- 796	- 793	- 789	- 786	- 782	- 779	- 776
19	- 839	- 836	- 834	- 831	- 827	- 824	- 820	- 817	- 813	- 810
18	- 874	- 871	- 867	- 863	- 860	- 856	- 852	- 849	- 845	- 842
17	- 913	- 912	- 908	- 904	- 900	- 896	- 893	- 889	- 885	- 882
16	- 953	- 950	- 946	- 942	- 938	- 935	- 931	- 927	- 923	- 919
15	- 993	- 990	- 986	- 982	- 978	- 974	- 970	- 966	- 962	- 958
14	- 1.036	- 1.032	- 1.028	- 1.024	- 1.019	- 1.015	- 1.011	- 1.007	- 1.003	- 999
13	- 1.080	- 1.076	- 1.071	- 1.067	- 1.063	- 1.058	- 1.054	- 1.049	- 1.045	- 1.041
12	- 1.126	- 1.122	- 1.117	- 1.112	- 1.108	- 1.103	- 1.098	- 1.094	- 1.089	- 1.085
11	- 1.175	- 1.170	- 1.165	- 1.160	- 1.155	- 1.150	- 1.146	- 1.141	- 1.136	- 1.131
10	- 1.227	- 1.221	- 1.216	- 1.211	- 1.206	- 1.200	- 1.195	- 1.190	- 1.185	- 1.180
09	- 1.282	- 1.276	- 1.270	- 1.265	- 1.259	- 1.254	- 1.248	- 1.243	- 1.237	- 1.232
08	- 1.341	- 1.335	- 1.329	- 1.323	- 1.317	- 1.311	- 1.305	- 1.299	- 1.293	- 1.287
07	- 1.403	- 1.398	- 1.392	- 1.385	- 1.379	- 1.372	- 1.366	- 1.359	- 1.353	- 1.347
06	- 1.476	- 1.468	- 1.461	- 1.454	- 1.447	- 1.440	- 1.433	- 1.426	- 1.419	- 1.412
05	- 1.553	- 1.545	- 1.538	- 1.530	- 1.522	- 1.514	- 1.506	- 1.499	- 1.491	- 1.483
04	- 1.645	- 1.635	- 1.626	- 1.616	- 1.607	- 1.598	- 1.589	- 1.580	- 1.572	- 1.563
03	- 1.751	- 1.739	- 1.728	- 1.717	- 1.706	- 1.695	- 1.685	- 1.675	- 1.665	- 1.655
02	- 1.881	- 1.866	- 1.852	- 1.838	- 1.825	- 1.812	- 1.799	- 1.787	- 1.774	- 1.762
01	- 2.034	- 2.014	- 2.014	- 1.995	- 1.977	- 1.960	- 1.943	- 1.927	- 1.911	- 1.895
00	- 2.326	- 2.290	- 2.257	- 2.226	- 2.197	- 2.170	- 2.144	- 2.120	- 2.097	- 2.076
99		- 3.000	- 2.838	- 2.748	- 2.652	- 2.576	- 2.512	- 2.457	- 2.409	- 2.366

Table 7

The Z Matrix Corresponding to the P Matrix of Table 5

Statement	1	2	3	4	5	6	7	
1	.000	-1.063	-.169	-.169	-1.221	-1.165	-.966	
2	1.063	.000	1.063	1.347	-.311	-.111	-.622	
3	.169	-1.063	.000	-.111	-.656	-1.282	-1.221	
4	.169	-1.347	.111	.000	-1.011	-1.221	-1.112	
5	1.221	.311	.656	1.011	.000	.111	-.282	
6	1.165	.111	1.282	1.221	-.111	.000	-.693	
7	.966	.622	1.221	1.112	.282	.693	.000	
(Sums) Σz	4.753	-2.429	4.164	4.411	-3.028	-2.975	-4.896	$\Sigma\Sigma Z = 0$
Ans.: PC Weights $\bar{z}$	.679	-.347	.594	.630	-.433	-.424	-.699	$\Sigma\bar{z} = 0$

Column entries of the z Table must then be summed. The mean Z values or the scale value of each statement in terms of its deviation from the mean of all scale values is to be computed by dividing the column totals by n, the number of paired statements. These mean Z values (scale values) are the resultant criterion weights, as the examples in row (2) at the bottom of Table 7 indicate. As a check upon one's calculations, the sum of the scale values in deviation form may be obtained and this sum should be equal to zero. Negative weights are interpreted as being judged less favorable than the average of the scale values of all statements. Positive values are judged to be more favorable than the average.

In order to make the criterion weights more useful to the evaluation model, the user must transform the paired comparison weights to proportional

weights. Proportional weights are calculated by adding a constant of one to each of the weights and dividing each adjusted weight (weight + 1) by the total of all adjusted weights (the total will always equal the number of statements being compared). In this manner proportional weights reflect the "proportional importance" placed on each criterion or sub-criterion in relationship to all other criteria, while also simplifying scale development by producing weights which sum to 1.00 (or sum to 100 by multiplying each proportional weight by 100). For example, the paired comparison and the proportional weights for the seven criteria were calculated as follows:

	Paired-Comparison Weight	Proportional Weight
Program's relationship to job market profile.	.679	(1 + .679)/7 = .24
Program's level of community support.	-.347	(1 - .347)/7 = .10
Program's success in meeting vocational aspirations of clientele.	.594	(1 + .594)/7 = .23
Program's success in terms of student performance.	.630	(1 + .630)/7 = .23
Program's cost effectiveness.	-.433	(1 - .433)/7 = .08
Program's success in reaching handicapped and disadvantaged.	-.424	(1 - .424)/7 = .08
Program's success in eliminating sex bias and sex-role stereotyping.	-.699	(1 - .699)/7 = .04

Analysis of these weights suggested that the advisory committee split the criteria into two groups of importance. A program's relationship to the job market profile, success in meeting vocational aspirations of clientele and success in terms of student performance were rated as more important; these criteria will therefore have a greater impact on the final composite evaluation of each vocational program. A program's level of community support, cost effectiveness, success in reaching handicapped and disadvantaged

and success in eliminating sex bias and sex-role stereotyping will have a lesser impact on the final composite evaluation.

Finally, it should be noted that the procedures described above may not be used with all data sets. When p values (see Table 5) equal to or greater than .98 and p values equal to or less than .02 are present, these procedures are not appropriate, for statistical reasons. If these p values occur in the analyses of a set of statements, the section in Edwards (1957, p. 40) should be consulted, which details procedures for analyzing incomplete data.

Current Student Data[3] - Three of the model's sub-criteria are directly accessible using single items from the Current Student Questionnaire (See Appendix A) as follows:

	Sub-Criterion	Questionnaire Item
II-E[4]	Current student satisfaction with the skills training offered	13
II-F	Current student satisfaction with the knowledge training offered	12
II-G	Current student ratings of program quality ('Your training program')	8

For each of these items, the percentage of students responding to each alternative must be calculated. When there are missing values for an item, only the number of students who actually responded to the question should be used to figure percentages. For example, if there are 100 questionnaires returned for a program but only 90 students answered item #8. If 40 of these

[3]All analyses from this point on are to be performed separately for each program being evaluated.

[4]Criteria and sub-criteria are listed in Table 1, page 5, and Figure 6, page 56. Criteria in both the Table and Figure are listed by Roman Numerals I-II, and sub-criteria are listed by letters of the alphabet A,B,C, etc. under each of the seven criterion.

checked 'Excellent' and 50 checked 'Good', the percentages would be 40/90 = 44% and 50/90 = 56%, respectively. Further, if 85 students checked 'Satisfied' on item #12 and 10 students checked 'Unsatisfied', a total of 95 students responded to this item. In this case the respective percentages would be 85/95 = 89% and 10/95 = 11%, etc. This method for handling missing data should also be used in analyzing items from the Student Follow-up, Employer, and Occupational Community Questionnaires.

Data for a fourth sub-criterion is also to be taken from the Current Student Questionnaire, but is based on a combination of responses to the following three items:

	Sub-Criterion	Questionnaire Items
VI-D	Availability of academic assistance to disadvantaged students	9, 10, & 11

In this case the term 'disadvantaged' refers to those students who are academically disadvantaged only. The user must first identify students who are disadvantaged and who have sought assistance for their disadvantages. This group consists fo those students who check 'Yes' for <u>both</u> items #9 and #10. The percentage <u>of this group</u> who were able to get assistance must then be calculated. For example, only 12 students, of 100 who responded, answered 'Yes' to both items 9 and 10. Of these 12, 9 said they were able to get assistance (checked 'Yes' on item 11) and 3 said they were not (checked 'No'). The percentage meeting this sub-criterion they is 9/12 = 75%.

The percentages calculated for these four sub-criteria and for all others described as follows, should be transferred to the appropriate

places on the Attainment Rating Form. This form is discussed in detail later in this section.

Graduate Student Data - Graduate here refers to both program completers and program leavers. The responses of both of these groups to the Student Follow-up Questionnaire (see Appendix B) are to be combined before analyses is done.

The data for five sub-criteria are contained on this questionnaire. For the first sub-criterion, responses of all graduates who return the questionnaire are included in the analyses. This sub-criterion and its corresponding item are:

Sub-Criterion		Questionnaire Item
II-D	Employed graduate ratings of program quality ('Your training program')	16

The percentage of graduates checking each of the alternatives must be calculated.

For the remaining four sub-criteria, the responses of all graduates who returned the questionnaire are not to be included. The following discussion details the selection of graduates for analyses.

The second sub-criterion and pertinent questionnaire items are:

Sub-Criterion		Questionnaire Items
I-B	Program graduates' need for employment (% finding jobs)	6, 7, & 10

The purpose of this sub-criterion is to reflect whether or not the graduates' training enables them to find jobs relating to their training. In order to do this accurately, however, some graduates must be deleted from the total number considered here. For example, if some of the graduates of a program have enrolled in another school or college, have chosen to spend time raising a family, etc., the program should not be penalized because these persons have not found employment in an area related to their training. Therefore, the graduates who meet any of the following conditions should be deleted from the analysis of this sub-criterion:

1. Graduate is unemployed (item #6) but is enrolled in school (#6 or #8), does not want full-time work (#8) or indicates 'other' reason (#8).
2. Graduate is employed (#6) and is attending school (#6) but is in a 'job not related to training' (#10).
3. Graduate is employed (#6) and is serving full time in military (#6) but is in a 'job not related to training' (#10).
4. Graduate is employed (#6) but does not indicate degree of relationship between job and training (does not answer #10).

Sub-criterion I-B is then based on all those graduates who <u>do not</u> meet any of the four above conditions. The user must then determine how many people in this group are 'Employed' (#6) <u>and</u> are in jobs that are either the 'same' as, 'highly related to' or 'somewhat related to' (#10)their training. Finally this number is then compared to the total number of people <u>in this group</u> (number remaining after deletions) to determine the percentage of graduates finding employment.

For example, of 100 graduates returning questionnaires, 20 of these meet at least one of the above four conditions and are therefore deleted from the group. Of the remaining 80 graduates, 50 are employed in a related area, 10 are employed but in an area **not** related to their training and 20 are unemployed. The percentage of graduates finding jobs (sub-criterion I-B) is therefore 50/80 = 63%.

The three remaining sub-criteria from this questionnaire are based on the responses of only those graduates who are employed in areas related to their training (i.e. the 50 graduates in the example above). These sub-criteria and the items relating to each are as follows:

	Sub-Criterion	Item
II-A	Employed graduate satisfaction with the program's job preparation	17
II-B	Employed graduate satisfaction with the knowledge offered	18
II-C	Employed graduate satisfaction with the skills training offered	19

For each of these items, the percentage of graduates responding to each alternative must be calculated. For example, if 40 graduates check 'Strong' on item #17 and 10 check 'Adequate', the respective percentages would be 40/50 = 80% and 10/50 = 20%. Again, the user must make sure to adjust the denominator, decreasing it by the number of graduates in this group who failed to answer the item (see Current Student Data section for discussion of missing values).

Finally, all results obtained in this section must be transferred to the Attainment Rating Form.

Employer Data - The Employee Performance Survey section of the Employer Questionnaire presented in Appendix C contains the data for assessing five of the model's sub-criteria. These sub-criteria and their corresponding items are as follows:

	Sub-Criterion	Questionnaire Item
III-A	Employer satisfaction with graduates overall performance	II. 1
III-B	Employer reports of spending less, equal, or more time on entry training	III. 4
III-C	Employer reports of saving, breaking even, or losing money on entry training	III. 3
IV-A	Employer willingness to hire another graduate	III. 5
IV-C	Employer ratings of program quality	III. 1

Once missing values are compensated for, the percentage of employers responding to each alternative for each item, must be calculated and these results transferred to the Attainment Rating Form.

Occupational Community Data - The final group survey instrument to be analyzed is the Occupational Community Questionnaire which is presented in Appendix D . The five sub-criteria assessed by this and the items corresponding to each are as follows:

	Sub-Criterion	Questionnaire Item
I-A	The occupational community's expressed need for graduates	1
I-C	The occupational community's expressed need for the type of education offered by the program	2
IV-B	Occupational community willingness to hire program graduates	5
IV-D	Occupational community ratings of program quality	6

IV-E Occupational community awareness of the program's existence 3

As with all previous types of questionnaires, missing values must be compensated for, percentages responding to each alternative must be calculated and results transferred to the Attainment Rating Form, for each of the above items.

Facilities Checklist Data - The degree of program accessibility to persons with limited physical mobility is determined by utilizing the facilities checklist. The checklist (see Appendix E) is designed to compare program physical space with the checklist items.

Prior to using the checklist space utilized by a particular program must be identified. Program space includes laboratory space, classroom space, hallway and classroom entrances, bathroom facilities, and auxiliary facilities, such as book stores, dining rooms and libraries. The auxiliary facilities for any given program will be a constant on the facilities checklist. However, the accessibility of any program is to be determined using both program space and auxiliary space.

After program space has been identified, room numbers and buildings are to be listed in the designated space on the checklist. When responsing to the items on the checklist, the appropriate response of yes or no as space is assessed is checked. For example, under the checklist heading Public Walks, is the following question, "Does the primary walk extend three feet beyond the swing of major entrance door"? The primary walk extension must be measured and the response placed in the appropriate column under the specific building in question. If there is more than one building used by a particular program, then the same question for each building must be answered.

In order to compute a program's accessibility, the total number of possible positive responses are counted on the checklist, and is compared to the total number of actual positive responses, and the percent of program accessibility is obtained. For example, if there were 54 possible yes responses, and the program actually has 40 yes responses (14 responses were no). the program would be 74 percent accessible.

$$\text{Program accessibility} = \frac{\text{actual yes responses}}{\text{possible yes responses}}$$

Program Data - Most of the data regarding the handicapped and disadvantaged sub-criteria and the sex fairness sub-criterion are contained on the Program Questionnaire presented in Appendix F . These five sub-criteria and their corresponding items are presented below.

	Sub-Criterion	Questionnaire Item
VI-B	Availability of personal support services to the handicapped	3
VI-C	Availability of personal support services to the disadvantaged	7
VI-E	Program's communication of willingness to enroll the handicapped	1
VI-F	Program's communication of willingness to enroll the disadvantaged	6
VII-A	Evidence of program's encouragement of both sexes to enroll in program	9

As there is only one questionnaire (responded to by the program chairperson) for each program evaluated, no missing values must be considered. To analyze each of these items, the number of alternatives that are checked for each must be counted. If the 'other' category is indicated and more than one additional service or effort is indicated, each additional one of these will add a point to that item's total. The totals for each item should also be transferred to the Attainment Rating Form.

Attainment Rating Form - Once data have been collected and responses summarized, these must be compared to proficiency levels which were established for each sub-criterion to be used in categorizing a program's sub-criterion attainment rating as STRONG, ADEQUATE, or WEAK. Attainment ratings and proficiency levels are presented in Figure 2 . The following discussion indicates how this form is to be used to calculate the attainment ratings for each sub-criterion.

Two types of sub-criteria attainment ratings are included in the evaluation model. With the first type, three categories of responses are available. For example, employed graduates may rate the program's job preparation as either Strong, Adequate, or Weak. A program's attainment rating on this type of sub-criterion is determined by the percentage of graduates responding at the proficiency level set for each of these categories.

Each category has a numerical value associated with it called the 'response level' such that Strong, Adequate, and Weak have response levels of 3, 2, and 1, respectively. To calculate the attainment rating for a sub-criterion, the percentage of responses in each category is multiplied by that category's respective response level. These three products are then summed to yield the attainment rating for that sub-criterion. An example of this procedure is given below.

RESPONSE LEVEL					ATTAINMENT RATING
3	X	75	Strong	=	225
2	X	20	Adequate	=	40
1	X	5	Weak	=	5
0	X		No Data	=	
			TOTAL	=	270

The attainment rating for this sub-criterion is 270 points.

PROGRAM TITLE: _____

	STRONG	ADEQUATE	WEAK	RESPONSE LEVEL	DATA	ATTAINMENT RATING
I.	**Local Job Market Needs**					
A.	The majority of the occupational community indicate a High Need for workers in program's area of training.	The majority indicate a Medium Need for workers	The majority indicate a Low or No Need for workers.	3 X ___ 2 X ___ 1 X ___ 0 X ___	High Need Medium Need Low Need No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
B.	At least 90% of the graduates are finding program related employment.	At least 75% are finding employment.	Less than 75% are finding employment.	___	% Employed	_____
C.	The majority of the occupational community indicate a High Need for local vocational training in program's area of training.	The majority indicate a Medium Need for vocational training.	The majority indicate a Low or No Need for vocational training.	3 X ___ 2 X ___ 1 X ___ 0 X ___	High Need Medium Need Low Need No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
D.	K.C. Manpower report cites a High employment need for program graduates.	Report cites a Moderate employment need.	Report cites a Low employment need.	3 X ___ 2 X ___ 1 X ___ 0 X ___	Very High/High Need Medium Need Low Need No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
II.	**Past and Present Student Needs**					
A.	The majority of employed graduates rate the program's job preparation as Strong.	The majority rate the preparation as Adequate.	The majority rate the preparation as Weak.	3 X ___ 2 X ___ 1 X ___ 0 X ___	Strong Adequate Weak No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____

Figure 2: Attainment Rating Form

	STRONG	ADEQUATE	WEAK	RESPONSE LEVEL	DATA	ATTAINMENT RATING
B.	The majority of employed graduates are Highly Satisfied with the knowledge offered by the program.	The majority are Satisfied with the knowledge.	The majority are Unsatisfied or Highly Unsatisfied.	3 X ____	Highly Satisfied	= _____
				2 X ____	Satisfied	= _____
				1 X ____	Unsatisfied/ Highly Unsatisfied	= _____
				0 X ____	No Data	= _____
						TOTAL = _____
C.	The majority of employed graduates are Highly Satisfied with the skills offered by the program.	The majority are Satisfied with the skills training.	The majority are Unsatisfied or Highly Unsatisfied with the skills training.	3 X ____	Highly Satisfied	= _____
				2 X ____	Satisfied	= _____
				1 X ____	Unsatisfied/ Highly Unsatisfied	= _____
				0 X ____	No Data	= _____
						TOTAL = _____
D.	The majority of employed graduates rate the program as Excellent or Good.	The majority rate the program as Average.	The majority of employed graduates rate the program as Poor.	3 X ____	Excellent/Good	= _____
				2 X ____	Average	= _____
				1 X ____	Poor	= _____
				0 X ____	No Data	= _____
						TOTAL = _____
E.	The majority of current students are Highly Satisfied with the skills offered by the program.	The majority are Satisfied with the skills offered.	The majority are Unsatisfied or Highly Unsatisfied with the skills offered.	3 X ____	Highly Satisfied	= _____
				2 X ____	Satisfied	= _____
				1 X ____	Unsatisfied/ Highly Unsatisfied	= _____
				0 X ____	No Data	= _____
						TOTAL = _____
F.	The majority of current students are Highly Satisfied with the knowledge offered by the program.	The majority are Satisfied with the knowledge offered.	The majority of current students are Unsatisfied or Highly Unsatisfied with the knowledge offered.	3 X ____	Highly Satisfied	= _____
				2 X ____	Satisfied	= _____
				1 X ____	Unsatisfied/ Highly Unsatisfied	= _____
				0 X ____	No Data	= _____
						TOTAL = _____

	STRONG	ADEQUATE	WEAK	RESPONSE LEVEL	DATA	ATTAINMENT RATING
G.	The majority of current students rate the program as Excellent or Good.	The majority rate the program as Average.	The majority rate the program as Poor.	3 X ____ 2 X ____ 1 X ____ 0 X ____	Excellent/Good Average Poor No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
III.	Graduate Job Performance					
A.	The majority of employers are Highly Satisfied with their employee-graduate's overall job performance.	The majority are Satisfied with their performance.	The majority are Unsatisfied or Highly Unsatisfied with their performance.	3 X ____ 2 X ____ 1 X ____ 0 X ____	Highly Satisfied Satisfied Unsatisfied/ Highly Unsatisfied No Data	= _____ = _____ = ____ = _____
					TOTAL =	_____
B.	The majority of employers spent Less than the usual amount of time entry training their employee-graduates.	The majority spent about an Equal amount of time.	The majority spent More than average amount of time.	3 X ____ 2 X ____ 1 X ____ 0 X ____	Spent Less Time Spent Equal Time Spent More Time No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
C.	The majority of employers Saved money on the entry training of their employee-graduates.	The majority Broke Even on their entry training.	The majority Lost money on their entry training.	3 X ____ 2 X ____ 1 X ____ 0 X ____	Saved Money Broke Even Lost Money No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
IV.	Occupational Community Support					
A.	At least 90% of the employers are willing to hire another program graduate.	At least 75% are willing to hire another graduate.	Less than 75% are willing to hire another graduate.		____% Willing	_____

	STRONG	ADEQUATE	WEAK	RESPONSE LEVEL	DATA	ATTAINMENT RATING
B.	At least 90% of the occupational community have or are willing to hire program graduates.	At least 75% have or are willing to hire program graduates.	Less than 75% have or are willing to hire program graduates.		____% Willing	_____
C.	The majority of the employers rate the program as being of <u>High Quality</u>.	The majority rate the program as being of <u>Adequate Quality</u>.	The majority rate the program as being of <u>Low Quality</u>.	3 X 2 X 1 X 0 X	____High Quality ____Adequate Quality ____Low Quality ____No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
D.	The majority of the occupational community rate the program's overall training as being of <u>High Quality.</u>	The majority rate the program as being of <u>Adequate Quality.</u>	The majority rate the program as being of <u>Low Quality.</u>	3 X 2 X 1 X 0 X	____High Quality ____Adequate Quality ____Low Quality ____No Data	= _____ = _____ = _____ = _____
					TOTAL =	_____
E.	At least 75% of the occupational community are aware of the vocational program.	At lease 50% are aware of the program.	Less than 50% are aware of the program.		____% Aware	_____

V. <u>Program's Cost-Effectiveness</u>

A. & B.	Program benefits are rated <u>Strong</u> and program costs per credit hr./costs per contact hr. rank within the Middle or Low 1/3 of all vocational programs.	Programs benefits are rated Strong and program costs rank in the high 1/3 or benefits are rated <u>Adequate</u> and costs rank in the Middle 1/3 or Low 1/3; or program benefits are rated <u>Weak</u> and costs rank in the Low 1/3.	Program benefits are rated* <u>Adequate</u> and costs rank in the High 1/3 or benefits are rated <u>Weak</u> and costs rank in the High 1/3 or Middle 1/3.

*Please see Cost-Benefit Evaluation form, Page

	STRONG	ADEQUATE	WEAK	DATA	ATTAINMENT RATING
VI.	**Success in Meeting the Needs of the Handicapped and Disadvantaged**				
A.	At least 90% of classroom and laboratory facilities are equipped to handle the physically handicapped.	At least 75% are equipped.	Less than 75% are equipped.	_____ % Equipped	_____
B.	At least Three personal support services exist within the program for the handicapped.	At least Two support services exist.	One or No support services are available.	_____ # Services	_____
C.	At least Three personal support services exist within the program for the disadvantaged.	At least Two support services exist.	One or No support services are available.	_____ # Services	_____
D.	At least 90% of the disadvnataged seeking academic assistance were able to obtain it.	At least 75% were able to obtain academic assistance.	Less than 75% were able to obtain academic assistance.	_____ % Assisted	_____
E.	At least Three recruitment efforts are being made by the program to insure the participation of the handicapped.	At least Two recruitment efforts are being made.	One or No recruitment efforts are being made.	_____ # Efforts	_____
F.	At least Three recruitment efforts are being made by the program to insure the participation of the disadvantaged.	At least Two recruitment efforts are being made.	One or No recruitment efforts are being made.	_____ # Efforts	_____

	STRONG	ADEQUATE	WEAK	DATA	ATTAINMENT RATING
VII. Success in Demonstrating Sex Fairness					
A.	At least Two recruitment efforts are being made by the program to insure the participation of both female and male students.	At least One recruitment effort is being made.	No recruitment efforts are being made.	_____ # Efforts	_____
B.	Less than 10% of the students of a program's nontraditional sex drop from the program because of sex bias.	Less than 20% of the students drop because of sex bias.	More than 20% of the students drop because of sex bias.	_____ % Dropped	_____

The response level of 0 is used only when no data is available for a sub-criterion. For example, if no persons have graduated from a program, all sub-criteria based on graduate responses would receive attainment ratings of zero. This zero response level is not to be used, however, when the lack of available data is due to the inability of the evaluation staff to obtain the data. This would be the case if a program had graduates, but the staff was unable to contact any of them. In this situation, the sub-criteria based on graduate responses would be deleted from the analyses rather than receiving ratings of zero. Weights on each of the sub-criteria would then be recalculated (based on the original frequency matrix for all remaining sub-criteria). These procedures for calculating attainment ratings must be carried out for all sub-criteria for which three response categories are available.

A second type of sub-criterion attainment rating is included in the model. With this second type, specific proficiency level cut-offs are identified which determine whether a program is Strong, Adequate, or Weak on each sub-criterion. For example, the following proficiency level cut-offs are identified for sub-criterion I-B:

STRONG	ADEQUATE	WEAK
At least 90% of the graduates are finding program related employment.	At least 75% are finding employment.	Less than 75% are finding employment.

If the percentage of graduates employed falls in the STRONG range, the program would receive an attainment rating of 300. Percentages of employed graduates falling within the ADEQUATE and WEAK ranges would receive attainment ratings of 200 and 100, respectively. Again, if there were no graduates from the program, none could be employed and the program would therefore receive attainment ratings of zero on sub-criteria that utilize graduate and employer responses.

Cost-Effectiveness Analyses

A. Cost Analyses

In order to compare costs of different programs, two Instructional Cost Index (ICI) values, one for credit hours and one for contact hours, must be calculated. The Program Cost Information (as described earlier) serves as the data source for these calculations. The following formulas are used to compute the ICI values:

$$\text{(a) ICI (credit)} = \frac{\text{RFE(PIE)} + \text{PSE} + \text{CE} + \text{DE}}{\text{Program Credit Hours Generated}} \qquad \text{(b) ICI (contact hrs.)} = \frac{\text{RFE(PIE)} + \text{PSE} + \text{CE} + \text{DE}}{\text{Program Contact Hours Generated}}$$

Where:

RFE = Relative Faculty Effort = .90
PIE = Program Instructional Expense
(Faculty Salaries + Benefits)
PSE = Program Support Expense
(Supplies & Expenses + Equipment & Furniture + Misc.)
CE = College Expense

$$\frac{\text{Administration Expense}}{\text{Total College FTEs}} + \frac{\text{Operations \& Maintenance Expense}}{\text{Total College FTEs}} \times \text{Programs FTEs}$$

DE District Expense

$$\frac{\text{Administration Expense}}{\text{Total District FTEs}} + \frac{\text{Operations \& Maintenance Expense}}{\text{Total District FTEs}} \times \text{Programs FTEs}$$

In those institutions where there is no district structure, the District Expense (DE) may simply be omitted from the formulas. The Program Cost Form presented in Figure 3 , provides a convenient worksheet for organizing these data and deriving the two necessary ICI values.

Once these ICI values have been computed for each vocational program within an institution, they should be rank-ordered from highest to lowest, providing a listing of ranked credit hour ICIs and a listing of ranked contact hours ICIs. By dividing each ranked list into thirds, one determines into which one-third portion of the cost distribution, High

College_____ Program_____ ICI Credit_____ ICI Contact_____

RFE = .90 = Relative Faculty Effort

CAOME = __,___,___,___ = College Administration, Operations & Maintenance Expense
CFTE = __,___,___.___ = College FTE

DAOME = __,___,___.___ = District Administration, Operations & Maintenance Expense
DFTE = __,___,___.___ = District FTE

PFTE = __,___,___.___ = Program FTE

CE = __,___,___.___ = College Expense
DE = __,___,___.___ = District Expense

PIE = __,___,___.___ = Program Instructional Expense

PIE(RFT) = __,___,___.___
PSE = __,___,___.___ = Program Support Expense
CE + DE = __,___,___.___

PCR = __,___,___.___ = Program Credit Hours
PCO = __,___,___.___ = Program Contact Hours

ICICR = Instructional Cost Index, Credit
ICICO = Instructional Cost Index, Contact

$$CE = ___,___,___.___ = \frac{CAOME}{CFTE} \times PFTE \qquad \frac{CAOME}{CFTE} = ___,___,___.___$$

$$DE = ___,___,___.___ = \frac{DAOME}{DFTE} \times PFTE \qquad \frac{DAOME}{DFTE} = ___,___,___.___$$

$$ICICR = \frac{RFE(PIE) + PSE + CE + DE}{PCR} \qquad ICICO = \frac{RFE(PIE) + PSE + CE + DE}{PCO}$$

ICICR = _____ = _____

ICICO = _____ = _____

Figure 3: Program Cost Form

Middle, or Low, a program's costs fall. The Cost-Effectiveness Rating Form is presented in Figure 4 . ICI value, rank, and third into which the program falls for both credit and contact hours should be transferred to these forms under the COST section.

B. Benefit Analyses

As can be seen on the Cost-Effectiveness Rating Form (Figure 4) each benefit has an associated sub-criterion number and letter, which corresponds to those on the Attainment Rating Form (refer back to Figure 2, p. 42). In order to determine benefit ratings for each program, the appropriate sub-criterion attainment ratings must be transferred from the Attainment Rating Form.

These attainment ratings for each of the 9 benefits are summed, then divided by 9 to determine the average attainment rating. This average is then converted to a Benefit Rating of STRONG (250-300 pts.), ADEQUATE (150-249 pts.), or WEAK (0-149 pts.) as shown on the form.

C. Final Cost-Effectiveness Rating Computation

By completing the above form the following has been provided for a vocational program: (a) a Benefit Score and Rating of STRONG, ADEQUATE or WEAK, (b) an Instructional Cost Index per credit hour (or FTE) and its divisional one-third ranking across all programs, and (c) an Instructional Cost Index per contact hour and its divisional one-third ranking. These measures are necessary for the following assessment of a program's const-effectiveness.

To provide a program with a Cost-Effectiveness Rating of STRONG, ADEQUATE or WEAK, the following combination of costs and benefits were judged

BENEFITS

Student Benefits:	Sub-Criterion	Attainment Rating
1. Students are satisfied with the quality of their training program.	2G	_____
2. Graduates are satisfied with the quality of their training program.	2D	_____
3. Graduates find program related employment.	1B	_____
4. Graduates view their job preparation as adequate or strong.	2B	_____
Program Benefits:		
5. The occupational community is aware of the program.	4E	_____
6. The program's knowledge and skills training is rated competent by the occupational community.	4D	_____
Industry Benefits:		
7. Employers of program graduates are satisfied with their performance.	3A	_____
8. Employers of program graduates break even or save money on the entry training of their employee.	3D	_____
9. Employers of program graduates break even or save time in the entry training of their employee.	3C	_____
		_____

Benefit Rating:
250 - 300 pts. = STRONG _____
150 - 249 pts. = ADEQUATE _____
0 - 149 pts. = WEAK _____

Total Points _____

Average Points (Tot. Pts./9) _____

COSTS	ICI	RANK	THIRD
Program Cost per Credit Hour (ICI)	$____	____	Low__Middle__High__
Program Cost per Contact Hour (ICI)	$____	____	Low__Middle__High__

Credit COST/BENEFIT RATING _____

Contact COST/BENEFIT RATING _____

Figure 4: Cost-Effectiveness Rating Form

appropriate by the MCC administration and evaluation staff. (See Cost-Benefit Rating Standards, Figure 5).

STRONG COST-EFFECTIVENESS: Program benefits are rated STRONG and program costs per credit hours/cost per contact hours rank within the Middle or Low 1/3 of all vocational programs.

STRONG-ADEQUATE COST-EFFECTIVENESS: Program benefits are rated STRONG, and program costs rank in the high 1/3 OR benefits are rated ADEQUATE and costs rank in the Low 1/3.

ADEQUATE COST-EFFECTIVENESS: Program benefits are rated ADEQUATE and costs rank in the Middle 1/3 OR benefits are rated WEAK and costs rank in the Low 1/3.

ADEQUATE-WEAK COST-EFFECTIVENESS: Program benefits are rated as ADEQUATE and costs rank in the High 1/3.

WEAK COST-EFFECTIVENESS: Program benefits are rated as WEAK and costs rank in the High or Middle 1/3.

Subsequently, a program's cost-effectiveness rating is dependent on the relationship between its costs and benefits. While more sophisticated cost-effectiveness procedures are available, it is believed that the described directions provide a clear and simple view of a program's effectiveness in terms of money spent and the benefits reaped by various audiences.

Benefit Rating	Cost-Ranking	Cost-Effectiveness	Quality Points
STRONG	Middle 1/3	STRONG	300 pts.
STRONG	Low 1/3		
STRONG	High	STRONG-ADEQUATE	250 pts.
ADEQUATE	Low 1/3		
ADEQUATE	Middle 1/3	ADEQUATE	200 pts.
WEAK	Low 1/3		
ADEQUATE	High 1/3	ADEQUATE-WEAK	150 pts.
ADEQUATE	High 1/3		
WEAK	Middle 1/3	WEAK	100 pts.

Figure 5: Cost-Benefit Rating Standards

Evaluation Score Sheet

Sub-Criterion Scores (Unweighted) - Once the attainment ratings (including the two cost-effectiveness attainment ratings) have been determined for all sub-criteria of both types, these ratings must be transferred to the Evaluation Score Sheet presented in Figure 6. Each of these attainment ratings represents unweighted sub-criterion score. A program's status on each sub-criterion can be interpreted from the unweighted sub-criterion score as follows:

STRONG:	250-300 pts.
STRONG-ADEQUATE:	240-249 pts.
ADEQUATE:	160-239 pts.
ADEQUATE-WEAK:	150-159 pts.
WEAK:	0-149 pts.

For example, a program would be classified as ADEQUATE with respect to its current students' program quality ratings (II-G) if the sub-criterion score was 227. Examination of a program's status on each individual sub-criterion should help program personnel in identifying, more specifically, which areas need improvement.

Sub-Criterion Scores (Weighted) - In order to obtain the overall scores for each of the model's seven criteria, the sub-criterion scores must be weighted according to the importance assigned to each by the Secondary Advisory Committee. The weights yielded by the paired comparison procedures performed on each set of sub-criteria reflect the importance of each sub-criterion. Weighted sub-criterion scores must be obtained by multiplying each sub-criterion score (unweighted) by its corresponding paired comparison weight. These values are recorded in the second column of blanks on the Evaluation Score Sheet. Because these weighted sub-criterion scores are obtained solely for the purpose of creating criterion scores, no direct interpretation of them is necessary.

DENTAL LABORATORY TECHNOLOGY
PIONEER

Sub-Criterion	Sub-Criterion Wt.	Attainment Rating		
Criterion I. Local Job Market Needs				
A	.32	219	= 70	The Occupational community's expressed need for graduates
B	.29	300	= 87	Program graduates' need for employment (% finding jobs)
C	.28	228	= 64	The occupational community's expressed need for the type of education offered by the program
D	.11	100	= 11	Projected employment needs reported by the K.C. Manpower Report
		Total 232	X .24 = 55.7	Weighted Criterion 1 Score
Criterion II. Past and Present Student Needs				
A	.21	267	= 56	Employed graduate satisfaction with the program's job preparation
B	.19	256	= 49	Employed graduate satisfaction with the knowledge offered
C	.17	234	= 40	Employed graduate satisfaction with the skills training offered
D	.16	289	= 46	Employed graduate ratings of the program's quality
E	.10	244	= 24	Current student satisfaction with the skills training offered
F	.09	244	= 22	Current student satisfaction with the knowledge offered
G	.08	300	= 24	Current student ratings of the program's quality
		Total 261	X .23 = 60.0	Weighted Criterion 2 Score
Criterion III. Graduate Job Performance				
A	.60	243	= 146	Employer satisfaction with the graduate's overall performance
B	.29	271	= 79	Employer reports of spending less, equal or more time on entry training
C	.11	243	= 27	Employer reports of saving, breaking even, or losing money on entry training
		Total 252	X .23 = 58	Weighted Criterion 3 Score
Criterion IV. Occupational Community Support				
A	.28	300	= 84	Employer (of graduates) willingness to hire another graduate
B	.26	200	= 52	Occupational Community willingness to hire program graduates
C	.22	239	= 50	Employer (of graduates) ratings of program quality
D	.14	216	= 30	Occupational Community ratings of program quality
E	.10	200	= 20	Occupational Community awareness of the program's existence
		Total 236	X .10 = 236	Weighted Criterion 4 Score
Criterion V. Cost Effectiveness				
A	.54	250	= 135	Cost per Credit Hours
B	.46	300	= 138	Cost per Contact Hours
		Total 273	X .08 = 21.8	Weighted Criterion 5 Score
Criterion VI. Success in Reaching Handicapped & Disadvantaged				
A	.25	100	= 25	Evidence that program facilities are equipped to handle the handicapped
B	.20	200	= 40	Availability of personal support services to the handicapped
C	.18	300	= 54	Availability of personal support services to the disadvantaged
D	.15	200	= 30	Availability of academic assistance to disadvantaged students
E	.11	300	= 33	Program's communication of willingness to enroll the handicapped
F	.11	300	= 33	Program's communication of willingness to enroll the disadvantaged
		Total 215	X .08 = 17.2	Weighted Criterion 6 Score
Criterion VII. Success in Demonstrating Sex Fairness				
A	~~.55~~	300	= 300	Evidence of program's encouragement of both sexes to enroll in program
B	~~.45~~	NA	= —	Evidence that students do not drop from program because of sex bias
		Total 300	X .04 = 12	Weighted Criterion 7 Score
		Composite Score = 248		(Sum of all seven weighted criterion scores)

Figure 6: Evaluation Score Sheet

Criterion Scores (Unweighted) - Each set of weighted sub-criterion scores must be summed and recorded on the Evaluation Score Sheet. These sums reflect unweighted criterion scores which may be interpreted to represent a program's status on each of the model's criteria. As with the unweighted sub-criterion scores, the following range interpretations are applicable:

STRONG:	250-300 pts.
STRONG-ADEQUATE:	240-249 pts.
ADEQUATE:	160-239 pts.
ADEQUATE WEAK:	150-159 pts.
WEAK:	0-149 pts.

For example, a program would be rated as STRONG in meeting the needs of the local job market (Criterion I) if its unweighted criterion score was 261.

Criterion Scores (Weighted) - As was done in using sub-criterion scores to obtain the criterion scores, these criterion scores must then be weighted according to importance to yield an overall rating or composite score for a program. The importance of each criterion is reflected by its corresponding paired comparison weight. These weights are those which were generated by the Primary Advisory Committee.

To obtain these weighted criterion scores, the user must multiply each unweighted criterion score by the appropriate criterion weight. Again, no attempt should be made to interpret these weighted criterion scores as they are obtained solely for the purpose of yielding a composite score.

Composite Score - Finally, a program's composite score may be calculated by summing its weighted criterion scores. This score may then be interpreted as reflecting the merit of a program with respect to all criteria observed. The same standards are used in interpreting these composite scores as

were used with the sub-criterion and criterion scores (both unweighted). These composite scores should be useful in making comparisons among programs based on overall merit. However, it is strongly recommended that the program's criterion scores (unweighted) be reported in addition to their composite scores as the strengths and weaknesses are better conveyed by the former.

Program and Composite Evaluation Profiles

The Program and Composite Evaluation Profiles used in the MCC project for graphing vocational programs' criterion and composite scores are presented in Figures 7 and 8, respectively. The Program Profile, containing a program's criterion scores and its composite score, should be prepared for each program evaluated. The Composite Profile contains only the composite score for each program evaluated. All the information contained on these profiles is already available from the Evaluation Score Sheet. However, the MCC staff found that its display in graphic form made it much more readily understood.

PROGRAM TITLE: DTLT — PIONEER

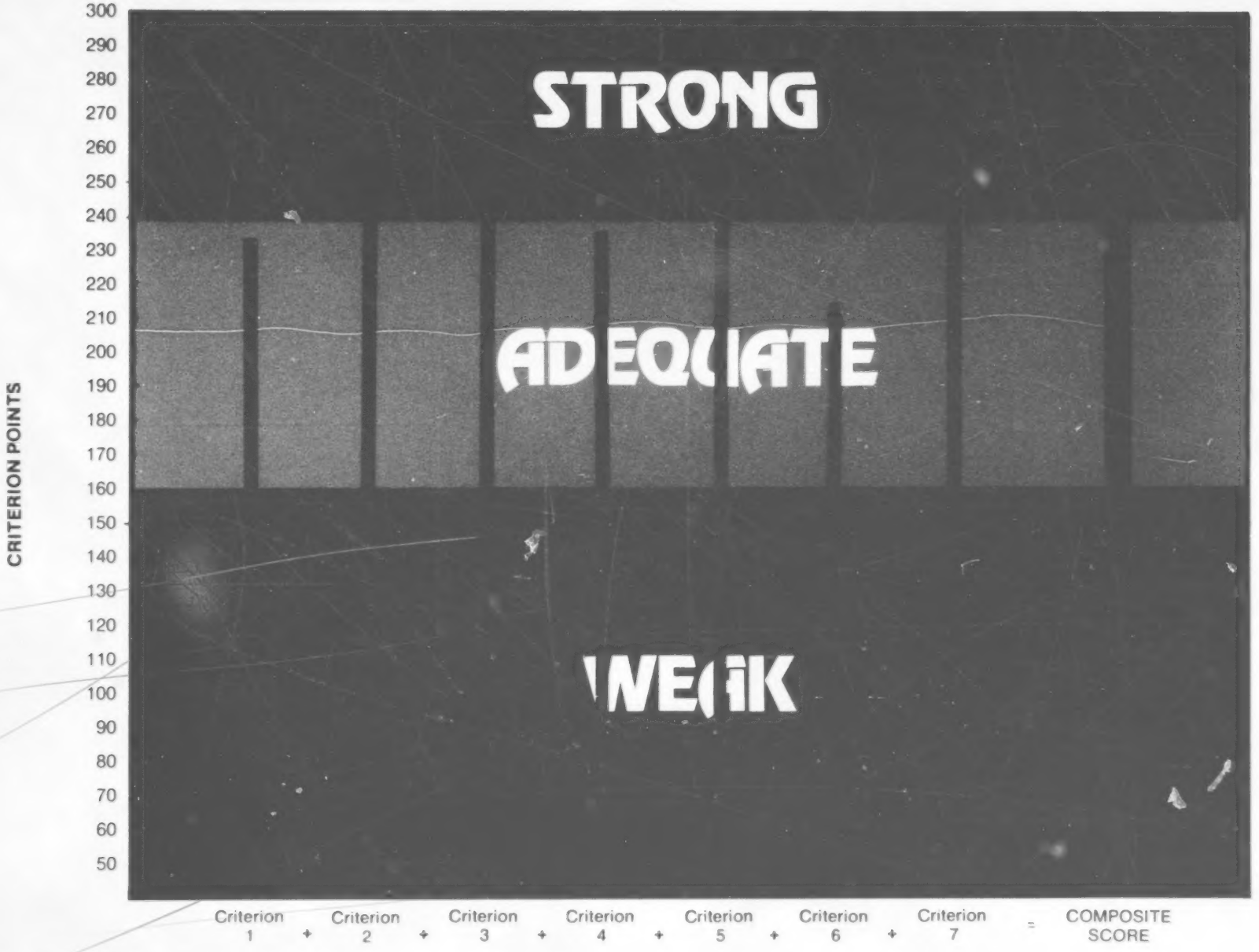

Figure 7: EVALUATION PROFILE

COMPOSITE PROFILE

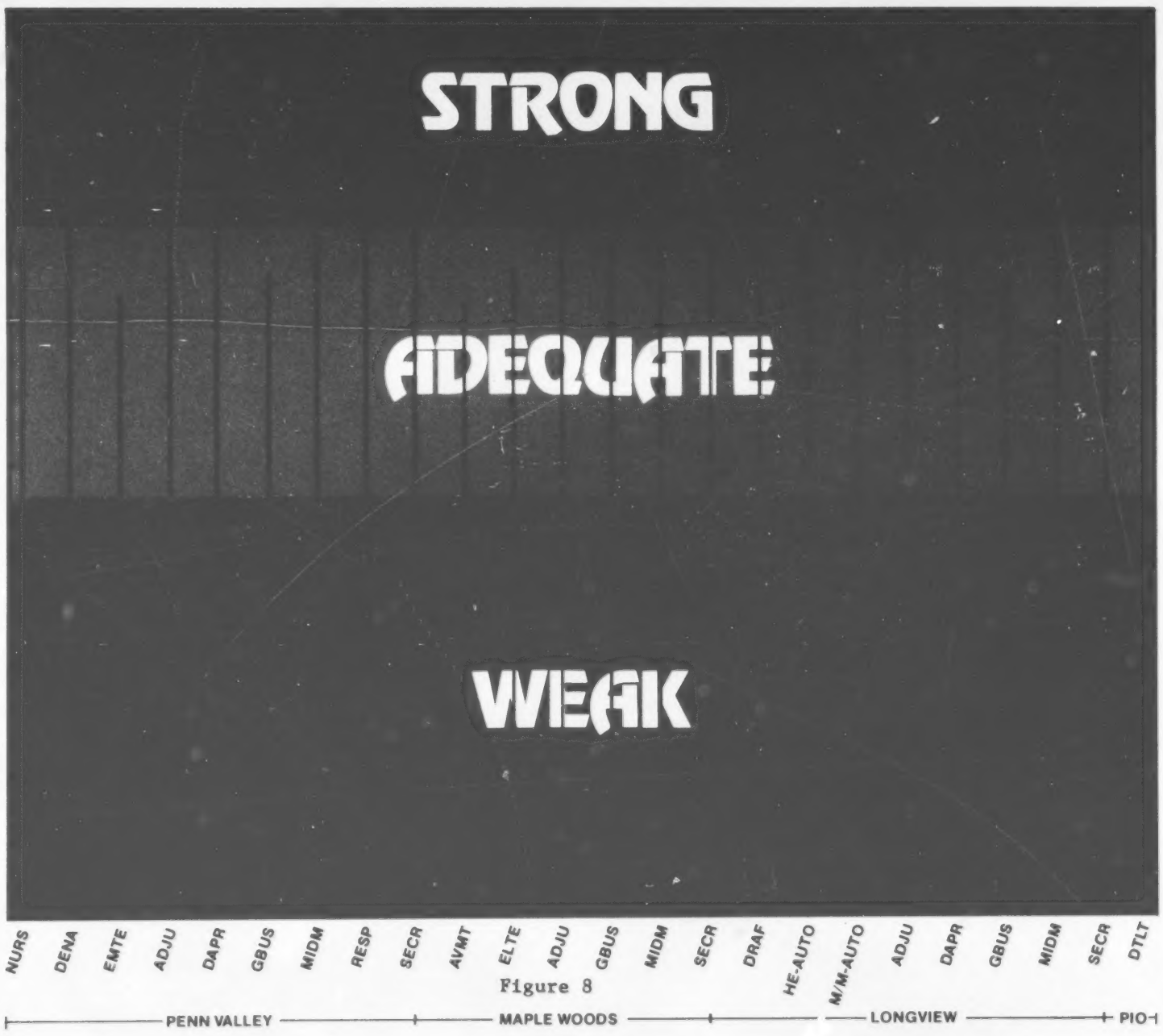

Figure 8

RESULTS OF MODEL IMPLEMENTATION

Twenty-four vocational programs were selected by MCC District Officers for evaluation. The number of programs selected was based on the length of time that the programs had been in operation, and the project staff's estimation of the number they could evaluate within the project year. The project staff decided to evaluate one-half of the programs during the first half of the project year, and the remaining programs during the latter part of the project year. The decision to stagger program evaluation was made so as to provide District Officers with evaluation results early in the fiscal year so that sound decisions could be made to terminate, modify, or continue particular vocational programs of study. Hence, those programs on which data was most readily needed by District officers were evaluated during the first half of the project year. It was found that this method of staggering the evaluation of programs allowed for more effective utilization of time, and avoided large numbers of questionnaires being returned at the same time. Thus, the work load was spread more evenly, and there were no lull periods. For instance, much preparation time was needed prior to mailing out the occupational community questionnaire, such as identifying specific occupational communities and assisting chairpersons in developing competency statements. MCC project staff found that this could be completed while awaiting questionnaire returns from the first half of programs being evaluated.

Questionnaire Return Rates

Current Student Questionnaires were mailed out to 3,220 students who were identified as being currently enrolled in the 24 vocational programs. Of those mailed, 207 were non-deliverable due to "no such number," "moved left no address," or "addressee unknown." The return rate was 1,680 or 55.8 percent. Mailing return rates are presented in Figure 9.

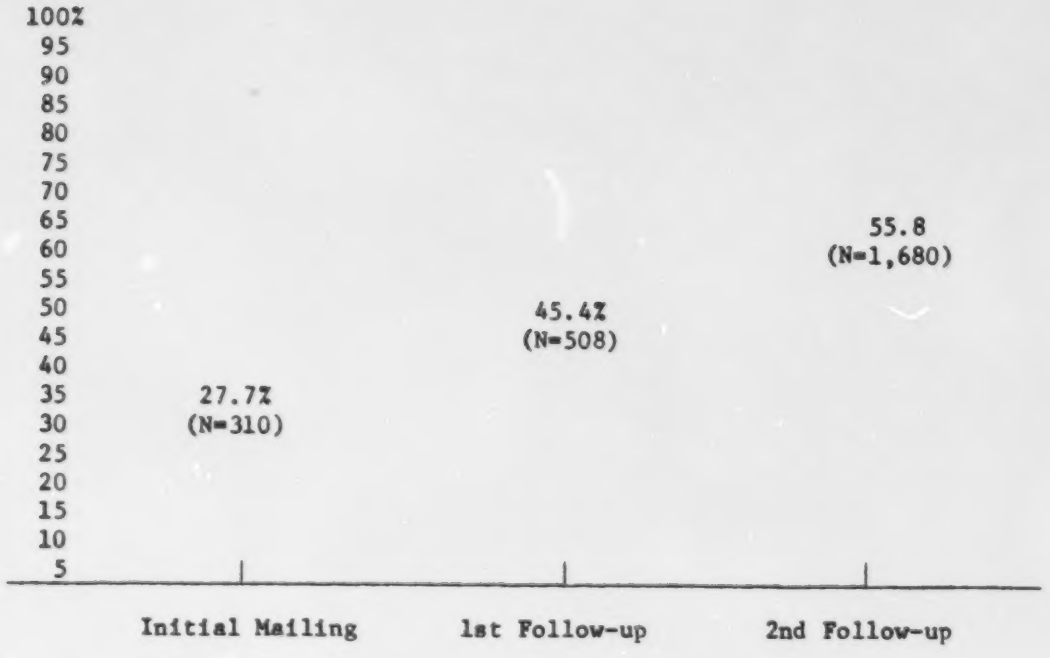

Figure 9: Current Student Questionnaire Return Rates

Student Follow-up Questionnaires were mailed out to 1,028 former students who had been identified as having graduated from the 24 vocational programs selected for evaluation. One hundred seventy-one of the questionnaires were non-deliverable either due to "no such number," "moved left no address," or "addressee unknown." Subsequently 472 were returned, representing a return rate of 55.1 percent. These percentages also included students who enrolled in one of the 24 programs, but did not graduate. They were classified as stop-outs, or program leavers with marketable skills. Many of the program leavers were students who enrolled to acquire or upgrade their skills and did not plan to complete the 2-year degree. The questionnaires mailed out were the same questionnaires as those mailed to programs graduates.

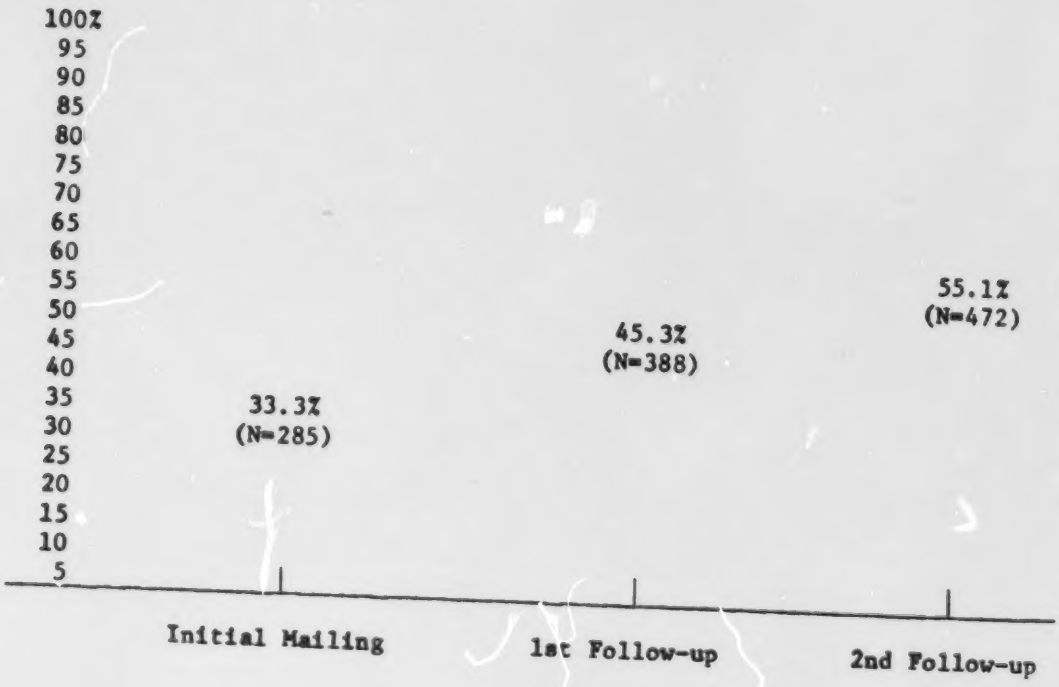

Figure 10: Student Follow-up Questionnaire Return Rates

Employer Questionnaires were mailed to employers identified by respondents to the student follow-up questionnaire. A total of 325 employer questionnaires were mailed out representing the 472 respondents to the follow-up questionnaire. The remaining 147 respondents were either unemployed, decided not to work, attending college, or in the armed services. Of the 325 questionnaires that were mailed out, 82.7 percent (258) were returned.

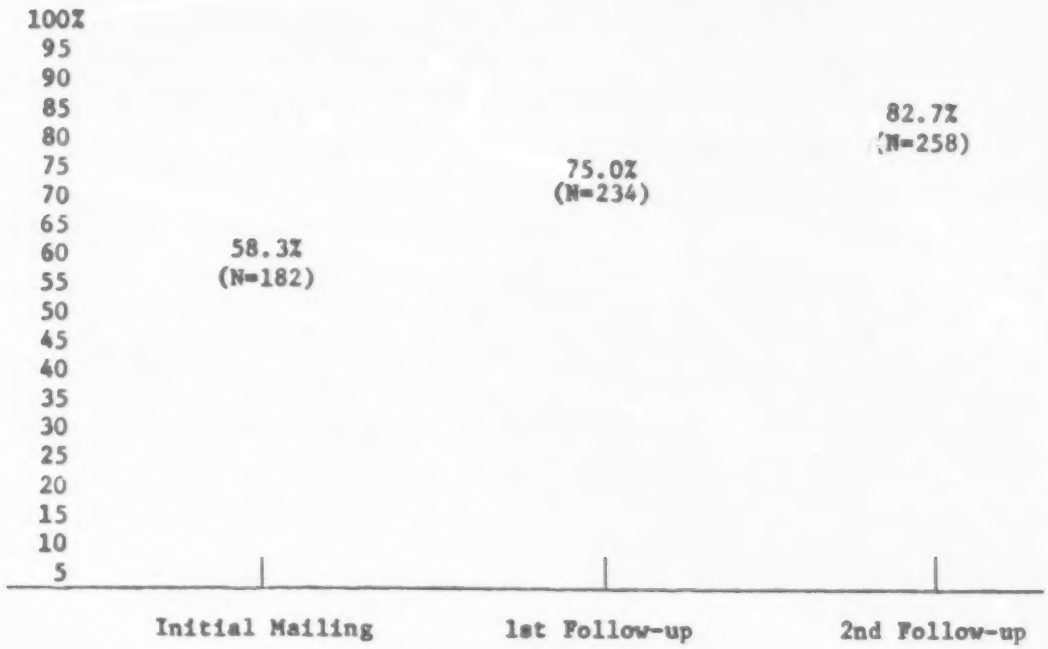

Figure 11: Employer Questionnaire Return Rates

Occupational Community Questionnaires were identified for the 24 programs, and a total of 2,459 questionnaires were mailed out. Of those mailed out only 136 were non-deliverable. Subsequently 1,074 of the questionnaires that were returned, represented a return rate of 46.2 percent. Mailing response rates are presented in Figure 12.

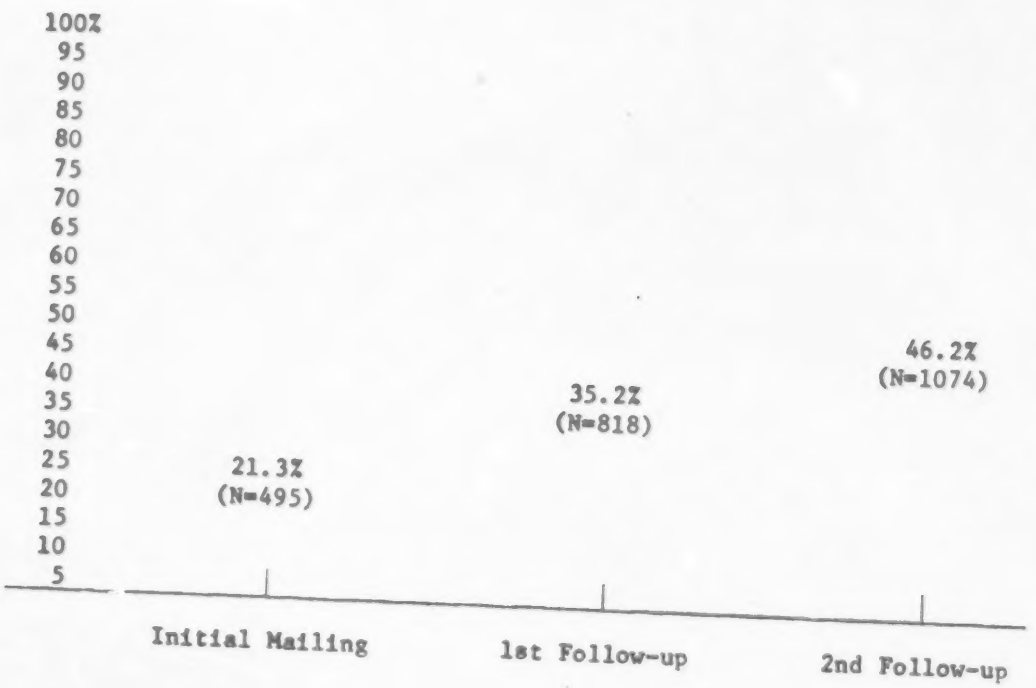

Figure 12: Occupational Community Questionnaire Return Rates

Advisory Committee - One hundred fifty-one persons were asked to serve on an advisory committee for the Evaluation Project. The purpose of the committee was to assess the importance of each of the seven criterion measures. Of the 159 questionnaires sent only four were non-deliverable. On the first mailing 76 questionnaires were returned or 49.0 percent, and on the second mailing 30 questionnaires were returned, increasing the total to 106 returned, or 68.4 percent. Five of the 106 questionnaires returned were incorrect responses, making 101 or 65.2 percent the final usable number.

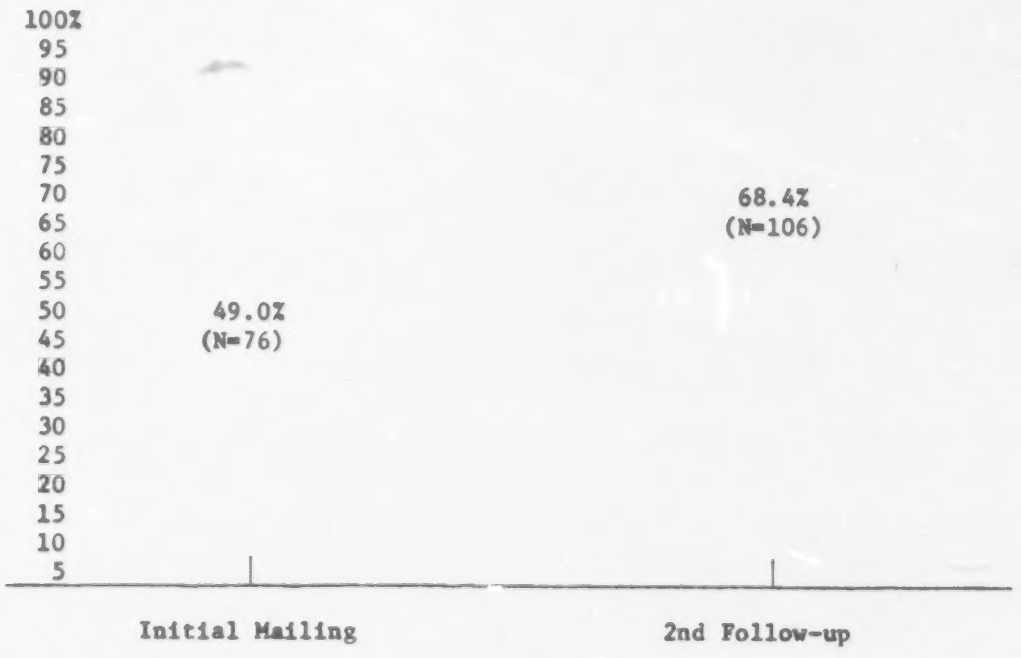

Figure 13: Advisory Committee Questionnaire Return Rates

Program Chairperson Questionnaire - The twenty-four program chairpersons were mailed questionnaires. All of the questionnaires were returned, which represented a return rate of 100 percent. The purpose of the questionnaires was to determine the extent to which programs were involved in the recruitment and support of handicapped and disadvantaged students and in the elimination of sex bias.

Facilities Checklist - The construction of the facilities checklist is outlined on page 18. Data from the checklist is used as one of the sub-criteria for determining a program's success in reaching handicapped students. Program space was identified for each of the twenty-four programs evaluated. The accessibility of programs was determined by comparing program space with the checklist items. Of the twenty-four programs, the percentage of accessibility ranged from 40 to 75 percent. Only four of the twenty-four programs were considered ADEQUATE, and the remaining twenty programs were considered WEAK on this sub-criterion attainment rating.

Scores and profiles - Completed evaluation profiles and evaluation score sheets for each of the twenty-four vocational programs are presented in Appendix H. Composite scores for all programs are presented in Table 8, and plotted in Figure 8, p. 60. Composite scores ranged from a low of 214 to a high of 272. Only four of the programs received a STRONG rating of 250 points or above, while six were considered STRONG-ADEQUATE, and were within the 240 to 249 point range. Fourteen programs were spread within the ADEQUATE range of 214 to 238 points.

TABLE 8

Criterion and Composite Scores of Programs

Program	School	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7	Composite Score	Attainment Rating
Nursing	PV	269	223	220	276	150	187	300	233	Adequate
Dental Assistant	PV	186	250	275	287	250	153	300	238	Adequate
Electromechanical	PV	219	210	236	234	250	176	100	217	Adequate
Adm. of Justice	PV	241	248	233	276	300	171	100	238	Adequate
Data Processing	PV	226	254	269	241	250	133	300	241	Strong/Ade.
Gen. Business	PV	233	231	235	263	250	125	100	223	Adequate
Midmanagement	PV	241	239	253	255	250	173	300	242	Strong/Ade.
Respiratory Therapy	PV	276	271	296	274	NA	186	300	274	Strong
Sec. Science	PV	247	245	265	262	200	201	100	239	Adequate
Aviation Maint.	MW	192	225	252	237	200	176	100	214	Adequate
Electronics Tech.	MW	196	244	250	264	177	213	200	226	Adequate
Adm. of Justice	MW	268	234	272	269	277	167	300	255	Strong
Gen. Business	MW	204	227	246	262	250	224	300	234	Adequate
Midmanagement	MW	268	208	233	263	250	250	300	244	Strong/Ade.
Sec. Science	MW	224	236	255	265	250	235	300	244	Strong/Ade.
Drafting	LV	198	225	290	214	173	191	100	221	Adequate
Automotive Tech. (Heavy Equip.)	LV	293	260	300	273	300	168	200	272	Strong
Automotive Tech. (Mechanical & Merchandising)	LV	257	263	239	240	200	168	200	238	Adequate
Adm. of Justice	LV	244	231	271	287	277	167	300	250	Strong
Data Processing	LV	230	239	265	216	250	148	300	237	Adequate
Gen. Business	LV	190	241	269	239	250	149	100	223	Adequate
Midmanagement	LV	222	242	271	257	250	149	100	233	Adequate
Sec. Science	LV	248	256	266	241	200	213	300	249	Strong/Ade.
Dental Tech.	PI	232	261	252	236	273	215	300	248	Strong/Ade.

CONCLUSIONS

The field-tested curriculum evaluation model, which includes the criteria, procedures, and instruments to evaluate vocational education programs was implemented on twenty-four programs at the Metropolitan Community Colleges.

Prior to the model's implementation, instruments were revised based on the field-test results. Revisions that were made included the deletion of items that were not used as data points on the model. In addition to the revisions, the seventh criterion was field tested. The seventh criterion, "the extent to which vocational programs demonstrate sex fairness" did not field test out. One of the two items selected as sub-criteria was difficult to assess, and relied on program chairpersons' responses. The sub-criterion was based on the number of recruitment efforts being undertaken by programs to ensure the participation of both sexes. The second sub-criterion was based on the number of students who dropped from a particular program because of sex bias. This item was intended to solicit the responses of program leavers. None of the program leavers surveyed indicated that they dropped the program because of sex bias. Hence, the seventh criterion was based on only one sub-criterion, "a program's recruitment efforts." Since this criterion accounted for only .04 on a scale of 1.00, of a program's composite score, the composite score was not significantly effected by criterion seven.

Project staff found that the implementation of the model was generally smooth. Major changes in the procedures during implementation did not occur. The model is generalizable, and allows for the addition and/or deletion of criteria and sub-criteria. This feature is particularly important for other agencies and institutions who wish to adopt the model. It is accompanied by a revised Procedures Manual, which details the steps to be used in the

implementation of the model. The steps are explicit, and includes the identification of survey populations, the access of nonsurvey data, data collection procedures, data analyses, (including the computation of criterion and sub-criterion weights), and finally the scoring and plotting of data on the evaluation profile.

In addition to providing summative data, the model provides formative evaluation data for curriculum developers, and program administrators. A programs strengths and weaknesses can easily be discerned from the profile, since the criterion scores and the composite score are plotted on the profile.

Despite the many advantages of the evaluation model, there are several limitations. One of the major limitations is the amount of time that it takes to complete the evaluation process. Based on the implementation of the model, project staff estimate that at least four months be allowed to complete the evaluation of one to ten programs. Any additional programs will require a longer length of time. However, if the model package in its entirety is accepted for implementation, then the time required to complete the evaluation process is shortened, by at least one month.

Another limitation of the evaluation model is its reliance on other sources to generate the required data. Although program chairpersons and administrators at Metropolitan Community Colleges were generally responsive to requests from the project staff, there were some delays in obtaining competency statements, and sample occupational communities. In addition, there were delays of up to several months for data that was accessed from the computer center.

MCC's system of budgeting posed a problem in the evaluation of programs that did not contain budget codes. However, this situation is currently being corrected.

Recommendations for future use and up-date of the Evaluation Model include the following:

1. The advisory committee should be updated on a yearly basis. Since the committee is made up of many segments of the community, it is necessary to note any changes of personnel in those positions.
2. In order to determine if the weights have changed, questionnaires should be mailed out to the Advisory Committee at least every three years.
3. Attainment ratings, sub-criteria, and cut off scores should be reviewed annually by model users.
4. Data on students' physical and academic handicapping condition, and financial need, must be placed on computer file for easy access.
5. Program competency statements should be made available to the project staff.
6. The coordination of student follow-up should occur between Evaluation Project staff, and Placement Officers at the four campuses, in order to ensure that duplication does not occur.
7. The District's Budgetary System should be changed to assign budget codes by individual programs.
8. Credit hours and student headcounts should be assigned by certificate and degree programs.
9. Vocational Programs should define the occupational communities for which program students are being prepared to work.

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APPENDIX A

Current Student Questionnaire

CURRENT STUDENT QUESTIONNAIRE

ABOUT YOU

1. How old are you? _____ years
2. Please indicate your sex ☐ female ☐ male
3. Are you handicapped? ☐ yes ☐ no (If no, go to question number 6)
4. If you are handicapped, please describe your handicapping condition.
   - ☐ physically handicapped
   - ☐ visually handicapped
   - ☐ blind
   - ☐ speech impaired
   - ☐ deaf
   - ☐ hard of hearing
5. Are you now experiencing, or have you experienced any difficulty in your vocational training due to your handicap? ☐ yes ☐ no

   If yes, please describe _____

YOUR OBJECTIVES

6. I enrolled to:
   - ☐ learn a new occupation.
   - ☐ satisfy in-service training requirements.
   - ☐ improve my present skills in this field.
   - ☐ take required courses for transfer to another college.
   - ☐ gain personal pleasure.

YOUR PAST

7. Before enrolling in this program:
   - ☐ I was unemployed and not looking for full-time work.
   - ☐ I was out of work and looking for a job.
   - ☐ I was (or am) working full-time.
   - ☐ I was (or am) working part-time.

YOUR TRAINING

8. Please rate the following by checking one of the blanks in each case.

	Excellent	Good	Aver	Poor
Your college	☐	☐	☐	☐
Your training program	☐	☐	☐	☐
Instruction	☐	☐	☐	☐
Shop or lab	☐	☐	☐	☐
Equipment & Apparatus	☐	☐	☐	☐

9. Have you ever experienced any problems with your coursework?
   ☐ yes ☐ no (If no, then go to item number 12)
10. Did you seek assistance with your coursework?
    ☐ yes ☐ no
11. Were you able to get assistance with your coursework?
    ☐ yes ☐ no
    If yes, please specify where or from whom you received assistance _____

The educational community often makes a distinction between knowledge and skills training. Knowledge is traditionally thought of as the instruction of how to perform a task, whereas skills training actually allows an individual to "do" or perform the task.

Knowledge = "how to..."
Skills Training = "to do..."

This distinction is referred to in the next four questions.

12. At this time, how satisfied are you with the knowledge offered by your program of study?
    (check only one)
    - ☐ I am highly satisfied.
    - ☐ I am satisfied.
    - ☐ I am unsatisfied.
    - ☐ I am highly unsatisfied.
13. At this time, how satisfied are you with the skills training offered by your program of study?
    (check only one)
    - ☐ I am highly satisfied.
    - ☐ I am satisfied.
    - ☐ I am unsatisfied.
    - ☐ I am highly unsatisfied.
14. Knowing what you know at this time, what, if any, additional knowledge or skills training do you believe should be offered by your program of study?
    Specify _____
15. As you perceive your potential job market, are there any skills or knowledge areas that you believe could be deleted from the present curriculum?

    Specify _____

We welcome your frank comments about your college and your program on the back of this sheet. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given on this page.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE

APPENDIX B

Student Follow-Up Questionnaire

STUDENT FOLLOW-UP QUESTIONNAIRE

ABOUT YOU

1. How old are you? _____ years

2. Please indicate your sex ☐ female ☐ male

3. Are you handicapped? ☐ yes ☐ no

4. If you are handicapped, please describe your handicapping condition.
   - ☐ Physically handicapped.
   - ☐ Deaf.
   - ☐ Hard of hearing.
   - ☐ Speech impaired.
   - ☐ Visually handicapped.
   - ☐ Blind.

5. Did you experience any difficulty during your vocational training due to your handicap?
   ☐ yes ☐ no
   If yes, please describe _____

6. Are you currently
   - ☐ employed ☐ full time ☐ part time.
   - ☐ unemployed.
   - ☐ attending school ☐ full time ☐ part time.
   - ☐ serving full time in military.

7. If employed:

   _____
   name of company or organization

   _____
   street address city

   _____ _____
   state zip code

   _____
   job title

   _____
   duties

   _____
   supervisor's name and title

8. If you are currently unemployed, please indicate the reason.
   - ☐ Cannot find full-time job in area of training.
   - ☐ Temporary cut-back by the employer.
   - ☐ Enrolled in school or college.
   - ☐ Do not want full-time work.
   - ☐ Other, specify _____

9. Did you complete the vocational program at your college?
   ☐ yes ☐ no

   If "no", please indicate the most likely reason for terminating the program before completion.
   - ☐ Change of occupational objective.
   - ☐ Financial reasons.
   - ☐ Dislike for the college.
   - ☐ Dislike for the program.
   - ☐ Dislike for the faculty.
   - ☐ Received all the education desired.
   - ☐ Transferred to another college.
   - ☐ Poor health.
   - ☐ Got a job in the same or a related vocational area.
   - ☐ Program not designed for my sex.
   - ☐ Other (specify) _____

WORKING ON A JOB

10. Which one of the following statements best describes the relationship between your present job and your training program. (check only one)
    - ☐ Job same for which trained.
    - ☐ Job highly related to the training.
    - ☐ Job somewhat related to the training.
    - ☐ Job not related to the training.

11. Are you employed in the Greater Kansas City Area?
    ☐ yes ☐ no

12. If you are not employed in the Greater Kansas City area, please indicate why.
    - ☐ Did not seek employment in area.
    - ☐ Could not find employment in area.
    - ☐ Other, please specify _____

13. What is your hourly rate at your present job? (check only one)
    - ☐ $2.00 to $2.50 per hour
    - ☐ $2.51 to $3.50 per hour
    - ☐ $3.51 to $4.50 per hour
    - ☐ $4.51 to $5.50 per hour
    - ☐ $5.51 to $7.00 per hour
    - ☐ $7.01 to $10.00 per hour
    - ☐ $10.01 or more per hour

14. If you are not paid an hourly wage, what is your monthly salary before taxes?
(check only one)
- ☐ Less than $250
- ☐ $250 to $349
- ☐ $350 to $449
- ☐ $450 to $599
- ☐ $600 to $799
- ☐ $800 to $999
- ☐ $1000 or more

ABOUT YOUR VOCATIONAL TRAINING

15. How helpful was each of the following in your search for a job?

	very helpful	helpful	not helpful	did not contact
College Placement office	☐	☐	☐	☐
Faculty Member	☐	☐	☐	☐
Private employment agency	☐	☐	☐	☐

other, please specify_____

_____

_____

_____

_____

_____

_____

16. Please rate the following by checking one of the boxes in each case.

	excellent	good	average	poor
Your college	☐	☐	☐	☐
Your training program	☐	☐	☐	☐
Instruction	☐	☐	☐	☐
Shop or lab	☐	☐	☐	☐
Equipment & apparatus	☐	☐	☐	☐

17. If you are employed, indicate the degree of job preparation that your program of study provided. (check only one)
- ☐ Strong job preparation.
- ☐ Adequate job preparation.
- ☐ Weak job preparation.

The educational community often makes a distinction between knowledge and skills training. Knowledge is traditionally thought of as the instruction of how to perform a task, whereas skills training actually allows an individual to "do" or perform the task.

Knowledge = "how to..."
Skills Training = "to do..."

This distinction is referred to in the next four questions.

18. Looking back, how satisfied are you with the knowledge offered by your program of study?
(check only one)
- ☐ I am highly satisfied.
- ☐ I am satisfied.
- ☐ I am unsatisfied.
- ☐ I am highly unsatisfied.

19. Again looking back, how satisfied are you with the skills training offered by your program of study? (check only one)
- ☐ I am highly satisfied.
- ☐ I am satisfied.
- ☐ I am unsatisfied.
- ☐ I am highly unsatisfied.

20. Knowing what you know at this time, what, if any, additional knowledge or skills training do you believe should have been provided during your training?
Specify_____

21. Was there any knowledge or skills training provided that you now believe was not necessary to learn in order to perform your present job duties?
Knowledge? Yes ☐ No ☐
Skills? Yes ☐ No ☐
Specify_____

CONTINUING EDUCATION

22. Are you currently enrolled in an educational institution?
- ☐ Yes (Go on to question number 23).
- ☐ No (Skip to number 25).

23. What is the type of institution in which you are presently enrolled?
(check only one)
- ☐ Public high school.
- ☐ Two year junior or community college.
- ☐ Technical institute.
- ☐ Four year college or university.
- ☐ Private vocational school.
- ☐ Private business school.
- ☐ Other (Specify)_____

24. How related is your present educational program to the vocational program taken at MCC? (check only one)
- ☐ Same field.
- ☐ Highly related.
- ☐ Somewhat related.
- ☐ Not related.

25. We welcome your frank comments about your college and your program in the space below. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

_____

_____

_____

_____

_____

_____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE. THANK YOU.

APPENDIX C

Employer Questionnaire

ALL RESPONSES YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL

EMPLOYER QUESTIONNAIRE

DIRECTIONS: Please complete ALL sections of this form even if the employee no longer works for your firm. When you have completed the form return it in the enclosed return-addressed, stamped envelope. Your responses will in no way affect the employee.

I. PERSONAL INFORMATION

A. Employee name _____
(Last) (First) (Middle)

B. Indicated Employer _____ City _____

II. EMPLOYMENT INFORMATION

If the employee has worked or works for your firm, please have a supervisor familiar with the work of the employee fill out this questionnaire.

Supervisor filling out form

1. Name _____
(Last) (First) (Middle)

2. Position _____

3. Do you directly supervise the employee named above? ___Yes ____No

If "no", state relationship _____

PLEASE COMPLETE REMAINING PORTIONS OF THIS QUESTIONNAIRE

EMPLOYEE PERFORMANCE SURVEY

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group who have been employed an equal amount of time. If the worker is the only person employed with your firm, compare him with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions.

I. Total number of months employee has been employed by your firm _____.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY PLACING AN "X" IN THE APPROPRIATE BLANK

II.

1. How satisfied are you with the employee's **overall** job performance?
   ____Highly Satisfactory ____Satisfactory ____Unsatisfactory ____Highly Unsatisfactory
2. How satisfied are you with the employee's **overall** work attitudes?
   ____Highly Satisfactory ____Satisfactory ____Unsatisfactory ____Highly Unsatisfactory

III. Based on your experiences with this employee, please answer the following questions.

1. From the knowledge and skills demonstrated by this employee, how would you rate the overall quality of his/her program training? (check one)
   ____High Quality ____Adequate Quality ____Low Quality
2. If you have noticed deficiencies in the employee's training, please specify these areas so that our program can be more beneficial to future employers. Specify Deficiencies_____
   _____
   _____
3. Realizing that every new employee needs to be introduced to your system of operations, how would you rate the expense of this entry training required by this employee? (check one)
   ____I saved money on his/her entry training
   ____I broke even on his/her entry training
   ____I lost money on his/her entry training
4. How would you rate the amount of entry training time required by this employee? (check one)
   ____Required **more** training time than did other new employees
   ____Required **equal** training time as did other new employees
   ____Required **less** training time than did other new employees
5. Considering the experience you have had with this employee, if a position were to open in your company, would you consider hiring another graduate of our program? (check one)
   ____Yes ____No
   If "No", please specify why_____
   _____

Please use the following space to provide any additional comments that you may have relating to this employee and/or his/her training program.

_____
_____
_____
_____
_____
_____
_____
_____
_____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE. THANK YOU.

APPENDIX D

Occupational Community Questionnaire

OCCUPATIONAL COMMUNITY QUESTIONNAIRE

1. Based on your knowledge of the local job market, what is **your** best estimate of the existing need for persons trained in this area?

   ____High need ____Medium need ____Low need ____No need

2. Given the list of program courses and competency outcomes, what is **your** best estimate of the existing need for this type of education?

   ____High need ____Medium need ____Low need ____No need

3. Were you aware of this program of study offered at Pioneer Community College?

   ____Yes ____No

4. Has your company ever hired a graduate of this program?

   ____Yes ____No ____Am not sure If "yes," how many graduates_____

5. Given the list of program courses and outcomes, if you were in a position to hire and your company had an opening, would you consider hiring a graduate of this program?

   ____Yes ____No If "No," why not?_____
   _____
   _____

6. Given the list of program courses and competencies, please indicate **your** rating of the quality of this program's content as it is presently being taught.

   ____High Quality ____Adequate Quality ____Low Quality

7. Are there any additional courses or competencies that you believe should be added in order to strengthen the program?

   Specify Additions _____
   _____
   _____

8. As the job market exists today, are there any courses or competencies that you believe could be deleted?

   Specify Deletions _____
   _____
   _____

9. What is the average starting salary for persons with two years of training?

   _____monthly _____hourly

10. Does your company hire persons without 2 years of training? ____Yes ____No

    If yes, what is their average starting salary? _____monthly _____hourly

Please return this page in the enclosed envelope. Thank you.

APPENDIX E

Facilities Checklist

PROGRAM_____

COLLEGE_____

Total # of possible yes_____

# of program yes_____

Percent accessible_____

FACILITIES CHECKLIST FOR THE HANDICAPPED

A. PARKING LOTS

1. Are parking spaces identified for handicapped students? ____ Yes ____ No
2. Is identified parking for the handicapped at least 12' wide (1½ car widths)? ____ Yes ____ No
3. Will handicapped students be able to avoid wheeling or walking behind parked cars? ____ Yes ____ No
4. Is parking for the handicapped away from through traffic? ____ Yes ____ No

	Building Identification Y = Yes N = No				
B. PUBLIC WALKS	_____	_____	_____	_____	_____
1. Is there at least one primary walk to program building(s) that is not less than 4 feet wide, with a maximum gradient of 5%?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
2. Is primary walk of a continuing common surface, not interrupted by steps or abrupt changes in level?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
3. Does the primary walk extend three feet beyond the swing of major entrance door?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
4. Is the walk or platform area outside door entrance the same level as inside finish floor level?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
C. RAMPS WITH GRADIENTS AND HANDRAILS					
1. Are there existing ramps for the handicapped to program or other essential building(s)? (If no, then go to section D)	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
2. Is the slope a maximum of one foot rise in twelve feet or 8.33 percent rise?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
3. Do ramps have closed handrail on at least one side?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
4. Are ramps at least four feet in width on exterior of building?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
5. Does ramp have a level platform at the top that is at least five feet by five feet?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
6. Does ramp have at least six feet of straight clearance at the bottom?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
7. Do ramps have level platforms at thirty foot intervals for purposes of rest and safety, and level platforms wherever they turn?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N

D. ENTRANCE TO BUILDING(S)

1. Is the primary entrance to building(s) a minimum of 36"?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
2. Does the door readily open independently by a person in a wheelchair or on crutches (pressure should not exceed 8 lbs)?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
3. Is the floor level for a distance of at least five feet from entrance?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N

E. ELEVATORS OR RAMP FOR MULTISTORY BUILDINGS

1. Does building have elevators?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
2. Are handicapped students permitted to use elevator?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
3. Is elevator door width at least 32"?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
4. Is elevator cab size at least 5'0 by 5'0?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
5. Are elevator control buttons inside and call buttons outside at wheelchair level, no more than 48" from floor?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
6. Raised, recessed, or braille numbers and letters in elevator cab?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
7. Raised, recessed, or braille numbers and letters indicating the floor on door facing?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N

F. TOILETS

1. Entry door to bathroom at least 32" wide?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
2. Door to toilet stall at least 32" wide and outswinging?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
3. Toilet seat 18" to 20" above floor?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
4. Grab bars or handrails in stalls?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N

5. Sufficient clear space (at least 32") on one side of toilet for wheelchair?	__Y__ N	__Y__ N	__Y__ N	__Y__ N	__Y__ N
6. Toilet stall with door at least 56" deep?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
7. Clear space below a sink for person in wheelchair (29½" above floor level)?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
8. Is the soap dispenser accessible from a wheelchair?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
9. Are towels, or is drying machine accessible from a wheelchair?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
10. Is at least one mirror accessible from a wheelchair?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
11. Are sink faucets accessible from a wheelchair?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
12. Do the faucets have single lever controls?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
G. INTERIOR					
1. Are fire alarms reachable from a wheelchair (No more than 48" from floor)?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
2. Are fire alarms equipped with both audible and visible signals?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
3. Are doors equipped with knurled or textured handles to warn the blind of danger areas?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
4. Are water fountains no more than 36" above floor?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
5. Is there nonslip surface on ramps and non-level floor areas?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
H. ACCESSIBILITY FEATURES FOR PROGRAM CLASSROOM OR LABORATORY BUILDINGS					
1. Is entrance to classroom accessible to the handicapped?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
2. Is there level space for wheelchairs in optimum viewing area of class?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

3. Are there movable desks and chairs in classrooms?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N
4. Are there movable work stations (e.g. laboratory tables), or if there are fixed work stations, a minimum clear width of 3 feet between aisles?	_Y _N	_Y _N	_Y _N	_Y _N	_Y _N

I. ACCESSIBILITY FEATURES FOR LIBRARIES

1. Is entrance to the library accessible to the handicapped? ___ Yes ___ No
2. Are aisles between stacks minimum width 4'? ___ Yes ___ No
3. Are tables or study carrels with a clear minimum of 30" from floor to underside of work area? ___ Yes ___ No
4. Are all card catalogs at a level usable by person in wheelchair? ___ Yes ___ No
5. Are carrels with talking book machines, tape recorders, accessible to persons in wheelchairs? ___ Yes ___ No

J. ACCESSIBILITY FEATURES FOR DINING AREAS

1. Are tables with a clear minimum of 30" from floor to underside of table? ___ Yes ___ No
2. Width between tables minimum of 5' 6" or tables movable? ___ Yes ___ No
3. Are tray slide rails no higher than 3' 4"? ___ Yes ___ No
4. Are aisles in cafeteria line a minimum of 36" wide? ___ Yes ___ No
5. Is entrance to dining area accessible to handicapped? ___ Yes ___ No
6. Is the silverware 40" or less from the floor (reachable from wheelchair)? ___ Yes ___ No
7. Are food display cases 40" or less from the floor? ___ Yes ___ No
8. Are drink dispensers 40" or less from the floor? ___ Yes ___ No

K. ACCESSIBILITY FEATURES FOR BOOKSTORES

1. Is entrance to bookstore accessible to handicapped? ___ Yes ___ No
2. Is space between aisles at least 4' wide? ___ Yes ___ No
3. Are books and other items accessible to person in a wheelchair? ___ Yes ___ No

APPENDIX F

Program Chairperson Questionnaire

PROGRAM QUESTIONNAIRE

1. Is your program of study involved in any special recruitment efforts to ensure the participation of handicapped students?
   ____Yes ____No

   If yes, please indicate all of the following that describe those efforts.
   ____Contacted service agencies for the handicapped
   ____Brochures and other publications on program depict handicapped students
   ____Communicated to high school counselors program's willingness to enroll handicapped students
   ____Communicated to counselors in your college, program's willingness to enroll handicapped students
   ____Other, please specify _____

2. Are handicapped students currently enrolled in your program?
   ____Yes ____No

   If yes, please indicate the type(s) of handicapping condition(s) and the number of students with each enrolled.

	Number
____Physically handicapped	____
____Visually handicapped	____
____Blind	____
____Speech impaired	____
____Deaf	____
____Hard of hearing	____

3. Are there currently personal support services available for the handicapped student?
   ____Yes ____No

   If yes, please indicate all of the following that describe those services.
   ____Counseling services are available
   ____If program currently enrolls physically handicapped students, classes are scheduled in spaces that are convenient for them
   ____Financial support is available
   ____Special provisions are made throughout the program to accommodate any problems students might have related to, or because of their handicaps
   ____Other, please specify _____

4. Are there students with certain types of handicaps who are not allowed to enroll in your program?
   ____Yes ____No

   If yes, please specify those types of handicaps which prevent enrollment in your program.
   _____

   _____

   Please explain the rationale for not allowing these students to enroll.
   _____

   _____

5. Are there students with certain types of handicaps who are permitted to enroll in your program if they choose, but are discouraged from doing so?
   ____Yes ____No

   If yes, please specify those types of students who are discouraged from entering your program.
   _____

   _____

   _____

   _____

   _____

Please explain the rationale for discouraging the enrollment of these students.

_____

_____

6. Is your program of study involved in any special recruitment efforts to ensure the participation of disadvantaged students?
   ____Yes ____No

   If yes, please indicate all of the following that describe those efforts.
   ____Contacted service agencies for the disadvantaged
   ____Communicated to high school counselors program's willingness to enroll disadvantaged students
   ____Communicated to counselors in your college, program's willingness to enroll disadvantaged students
   ____Other, please specify_____

7. Are there currently personal support services available for the disadvantaged student?
   ____Yes ____ No

   If yes, please indicate all of the following that describe those services.
   ____Counseling services are available
   ____Academic support services in the form of tutoring, skills development labs, remedial course work, etc. are available
   ____Financial support is availabie
   ____Special provisions are made throughout the program to accommodate any problems students might have related to, or because of their disadvantages
   ____Other, please specify _____

   _____

   _____

   _____

   _____

8. Is your program of study involved in any special recruitment efforts to ensure the participation of both male and female students?
   ____Yes ____No

9. If yes to item 8, please indicate all of the following that describe those efforts.
   ____All publications and correspondence about program depict equitable treatment of each sex.
   ____All course offerings are open to both male and female students on an equal basis.
   ____Students of each sex are encouraged to enroll in program of study, with special encouragement extended to students of one sex who have traditionally not enrolled in program.
   ____Other, please specify

10. Does your department only encourage students of one sex to enroll in your program of study?
    ____Yes ____No

11. If yes to item 10, please specify why students of only one sex are encouraged to enroll in your program of study.

    _____

    _____

    _____

    _____

APPENDIX G

Advisory Committee Questionnaires

SELECTED CRITERIA FOR THE PROPOSED CURRICULUM EVALUATION MODEL

For each pair of criteria measures presented, place an X beside the criterion statement which you believe is the more important of the two for the evaluation of a vocational curriculum. Please choose only one of the two presented in each pair and do not omit any of the pairs, even though you may feel that the two criteria are of similar or equal importance.

_____Program's relationship to job market profile. OR
_____Program's level of community support.

_____Program's success in meeting vocational aspirations of clientele. OR
_____Program's success in reaching handicapped and disadvantaged.

_____Program's success in eliminating sex bias and sex-role stereotyping. OR
_____Program's relationship to job market profile.

_____Program's success in terms of student performance. OR
_____Program's cost effectiveness.

_____Program's level of community support. OR
_____Program's success in meeting vocational aspirations of clientele.

_____Program's success in terms of student performance. OR
_____Program's success in eliminating sex bias and sex-role sterotyping.

_____Program's cost effectiveness. OR
_____Program's relationship to job market profile.

_____Program's success in reaching handicapped and disadvantaged. OR
_____Program's success in terms of student performance.

_____Program's success in eliminating sex bias and sex-role stereotyping. OR
_____Program's level of community support.

_____Program's relationship to job market profile. OR
_____Program's success in meeting vocational aspirations of clientele.

_____Program's success in terms of student performance. OR
_____Program's level of community support.

_____Program's success in meeting vocational aspirations of clientele. OR
_____Program's success in eliminating sex bias and sex-role stereotyping.

_____Program's cost effectiveness. OR
_____Program's success in reaching handicapped and disadvantaged.

_____Program's success in meeting vocational aspirations of clientele. OR
_____Program's success in terms of student performance.

PLEASE CONTINUE

SELECTED CRITERIA FOR THE PROPOSED CURRICULUM EVALUATION MODEL

_____Program's success in eliminating sex bias and sex-role stereotyping. OR
_____Program's cost effectiveness.

_____Program's relationship to job market profile. OR
_____Program's success in reaching handicapped and disadvantaged.

_____Program's level of community support. OR
_____Program's cost effectiveness.

_____Program's success in reaching handicapped and disadvantaged. OR
_____Program's success in eliminating sex bias and sex-role stereotyping.

_____Program's success in terms of student performance. OR
_____Program's relationship to job market profile.

_____Program's cost effectiveness. OR
_____Program's success in meeting vocational aspirations of clientele.

_____Program's success in reaching handicapped and disadvantaged. OR
_____Program's level of community support.

We have enclosed a stamped return envelope for your convenience and would appreciate your returning this page. Thank you for your assistance.

APPENDIX H

Evaluation Profiles for 24 Programs

NURSING
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 257 = 82 The Occupational community's expressed need for graduates
B .29 X 300 = 87 Program graduates' need for employment (% finding jobs)
C .28 X 241 = 67 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 269 X .24 = 64.6 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 226 = 47 Employed graduate satisfaction with the program's job preparation
B .19 X 219 = 42 Employed graduate satisfaction with the knowledge offered
C .17 X 190 = 32 Employed graduate satisfaction with the skills training offered
D .16 X 271 = 43 Employed graduate ratings of the program's quality
E .10 X 198 = 20 Current student satisfaction with the skills training offered
F .09 X 205 = 18 Current student satisfaction with the knowledge offered
G .08 X 267 = 21 Current student ratings of the program's quality

Total 223 X .23 = 51.3 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 232 = 139 Employer satisfaction with the graduate's overall performance
B .29 X 188 = 55 Employer reports of spending less, equal or more time on entry training
C .11 X 233 = 26 Employer reports of saving, breaking even, or losing money on entry training

Total 220 X .23 = 50.6 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 240 = 53 Employer (of graduates) ratings of program quality
D .14 X 223 = 31 Occupational Community ratings of program quality
E .10 X 300 = 30 Occupational Community awareness of the program's existence

Total 276 X .10 = 27.6 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 150 = 81 Cost per Credit Hours
B .46 X 150 = 69 Cost per Contact Hours

Total 150 X .08 = 12.0 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 200 = 50 Evidence that program facilities are equipped to handle the handicapped
B .20 X 100 = 20 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 200 = 22 Program's communication of willingness to enroll the disadvantaged

Total 187 X .08 = 15.0 Weighted Criterion 6 Score

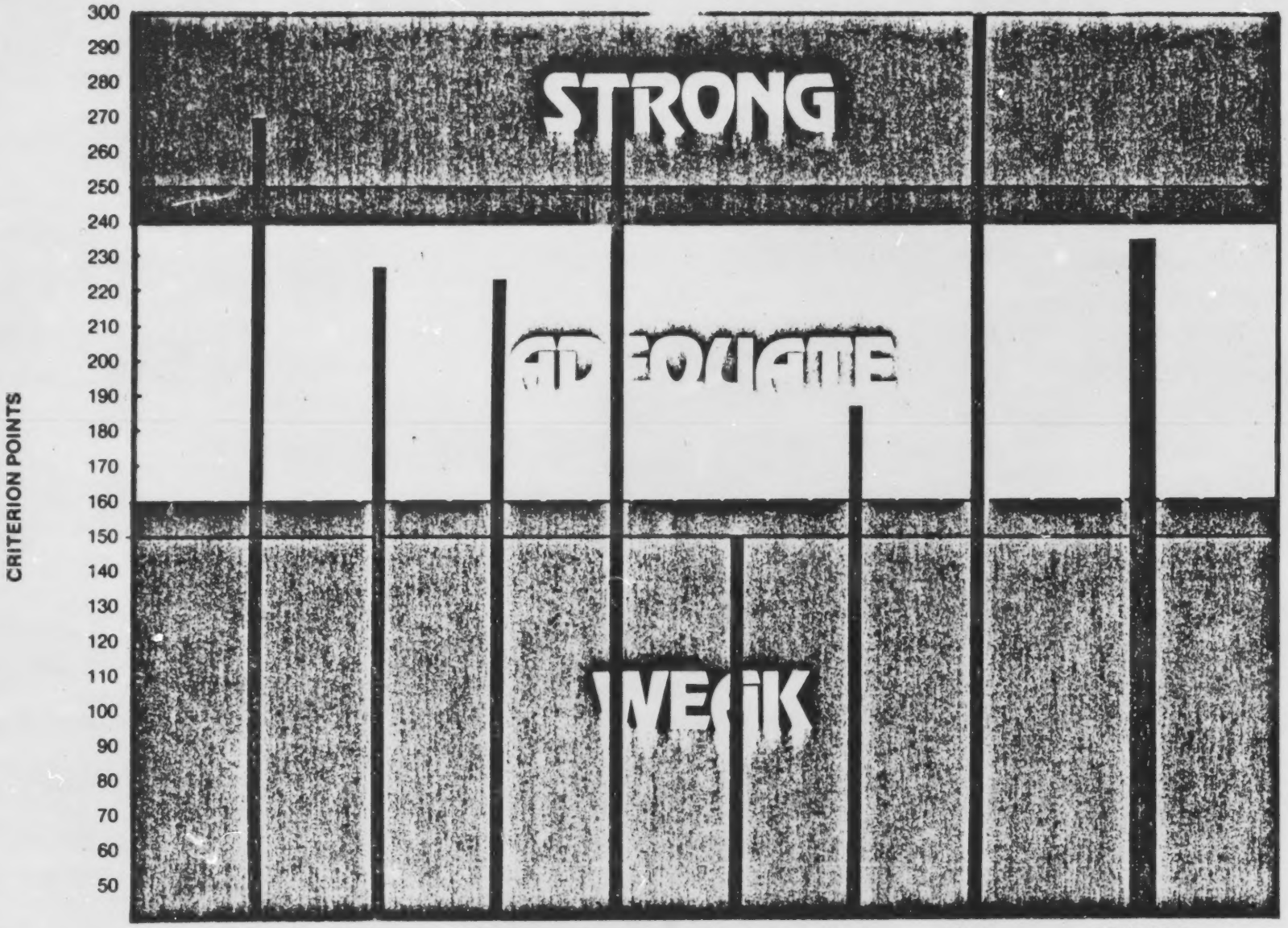
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12.0 Weighted Criterion 7 Score

Composite Score = 233 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: NURS — PENN VALLEY



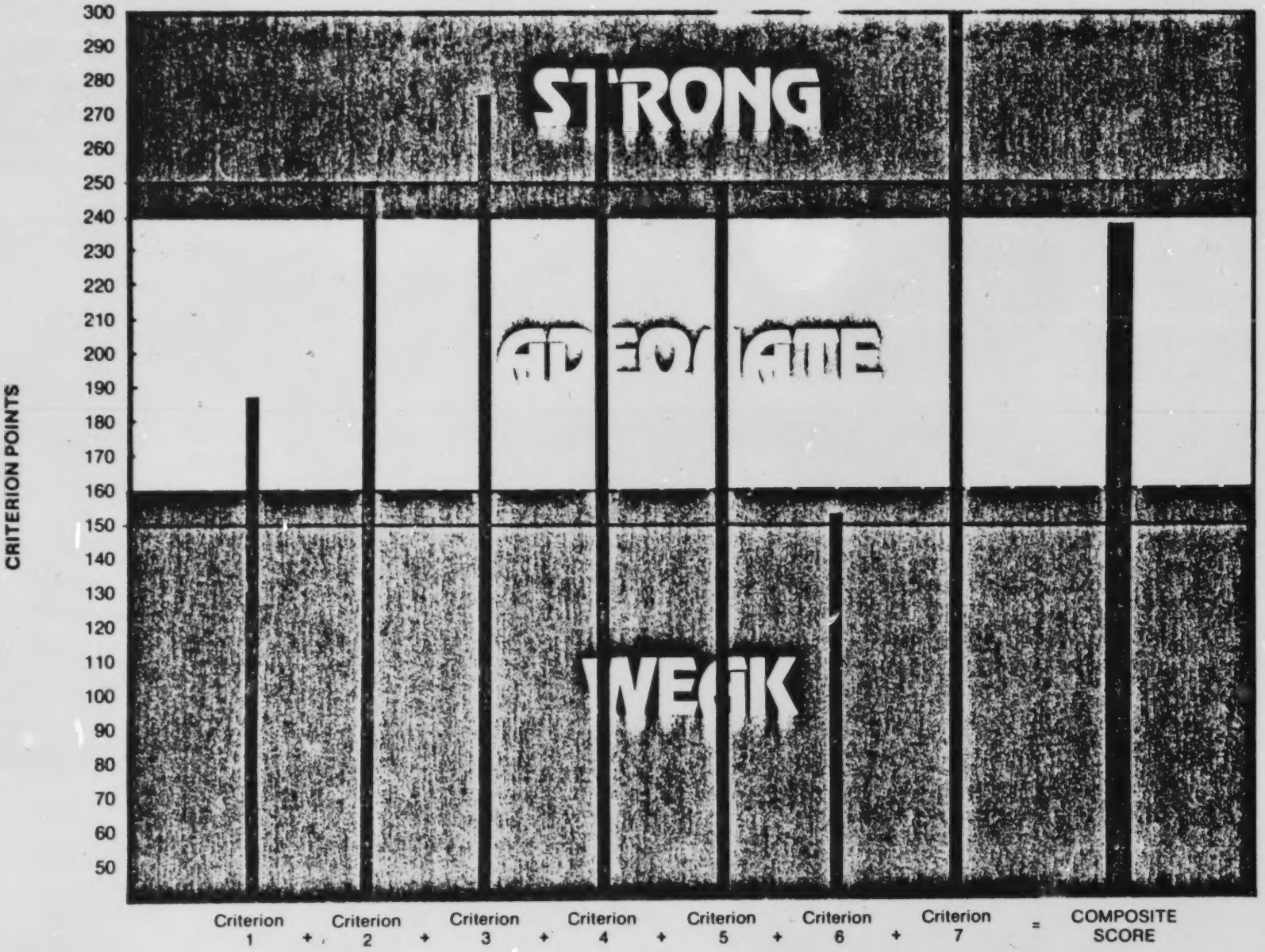
EVALUATION PROFILE

DENTAL ASSISTANT
PENN VALLEY

Sub-Criterion	Sub-Criterion Wt.	Attainment Rating		
Criterion I. Local Job Market Needs				
A	.32 X	201 =	64	The Occupational community's expressed need for graduates
B	.29 X	100 =	29	Program graduates' need for employment (% finding jobs)
C	.28 X	214 =	60	The occupational community's expressed need for the type of education offered by the program
D	.11 X	300 =	33	Projected employment needs reported by the K.C. Manpower Report
Total		186 X .24 =	446	Weighted Criterion 1 Score
Criterion II. Past and Present Student Needs				
A	.21 X	255 =	54	Employed graduate satisfaction with the program's job preparation
B	.19 X	236 =	45	Employed graduate satisfaction with the knowledge offered
C	.17 X	246 =	42	Employed graduate satisfaction with the skills training offered
D	.16 X	300 =	48	Employed graduate ratings of the program's quality
E	.10 X	214 =	21	Current student satisfaction with the skills training offered
F	.09 X	196 =	18	Current student satisfaction with the knowledge offered
G	.08 X	275 =	22	Current student ratings of the program's quality
Total		250 X .23 =	575	Weighted Criterion 2 Score
Criterion III. Graduate Job Performance				
A	.60 X	278 =	167	Employer satisfaction with the graduate's overall performance
B	.29 X	267 =	77	Employer reports of spending less, equal or more time on entry training
C	.11 X	278 =	31	Employer reports of saving, breaking even, or losing money on entry training
Total		275 X .23 =	63.3	Weighted Criterion 3 Score
Criterion IV. Occupational Community Support				
A	.28 X	300 =	84	Employer (of graduates) willingness to hire another graduate
B	.26 X	300 =	78	Occupational Community willingness to hire program graduates
C	.22 X	278 =	61	Employer (of graduates) ratings of program quality
D	.14 X	246 =	34	Occupational Community ratings of program quality
E	.10 X	300 =	30	Occupational Community awareness of the program's existence
Total		287 X .10 =	28.7	Weighted Criterion 4 Score
Criterion V. Cost Effectiveness				
A	.54 X	250 =	135	Cost per Credit Hours
B	.46 X	250 =	115	Cost per Contact Hours
Total		250 X .08 =	20	Weighted Criterion 5 Score
Criterion VI. Success in Reaching Handicapped & Disadvantaged				
A	.25 X	100 =	25	Evidence that program facilities are equipped to handle the handicapped
B	.20 X	200 =	40	Availability of personal support services to the handicapped
C	.18 X	200 =	36	Availability of personal support services to the disadvantaged
D	.15 X	200 =	30	Availability of academic assistance to disadvantaged students
E	.11 X	100 =	11	Program's communication of willingness to enroll the handicapped
F	.11 X	100 =	11	Program's communication of willingness to enroll the disadvantaged
Total		153 X .08 =	12.2	Weighted Criterion 6 Score
Criterion VII. Success in Demonstrating Sex Fairness				
A	~~.55~~ X	300 =	300	Evidence of program's encouragement of both sexes to enroll in program
B	~~.45~~ X	NA =	—	Evidence that students do not drop from program because of sex bias
Total		300 X .04 =	12	Weighted Criterion 7 Score

Composite Score = 238 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: DENA — PENN VALLEY



EVALUATION PROFILE

ELECTROMECHANICAL TECHNOLOGY
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 209 = 67 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 218 = 61 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 219 X .24 = 626 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 217 = 46 Employed graduate satisfaction with the program's job preparation
B .19 X 167 = 32 Employed graduate satisfaction with the knowledge offered
C .17 X 217 = 37 Employed graduate satisfaction with the skills training offered
D .16 X 243 = 39 Employed graduate ratings of the program's quality
E .10 X 189 = 19 Current student satisfaction with the skills training offered
F .09 X 192 = 17 Current student satisfaction with the knowledge offered
G .08 X 244 = 20 Current student ratings of the program's quality

Total 210 X .23 = 48.3 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 225 = 135 Employer satisfaction with the graduate's overall performance
B .29 X 250 = 73 Employer reports of spending less, equal or more time on entry training
C .11 X 250 = 28 Employer reports of saving, breaking even, or losing money on entry training

Total 236 X .23 = 54.3 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 200 = 52 Occupational Community willingness to hire program graduates
C .22 X 250 = 55 Employer (of graduates) ratings of program quality
D .14 X 239 = 33 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 234 X .10 = 23.4 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 176 X .08 = 14.1 Weighted Criterion 6 Score

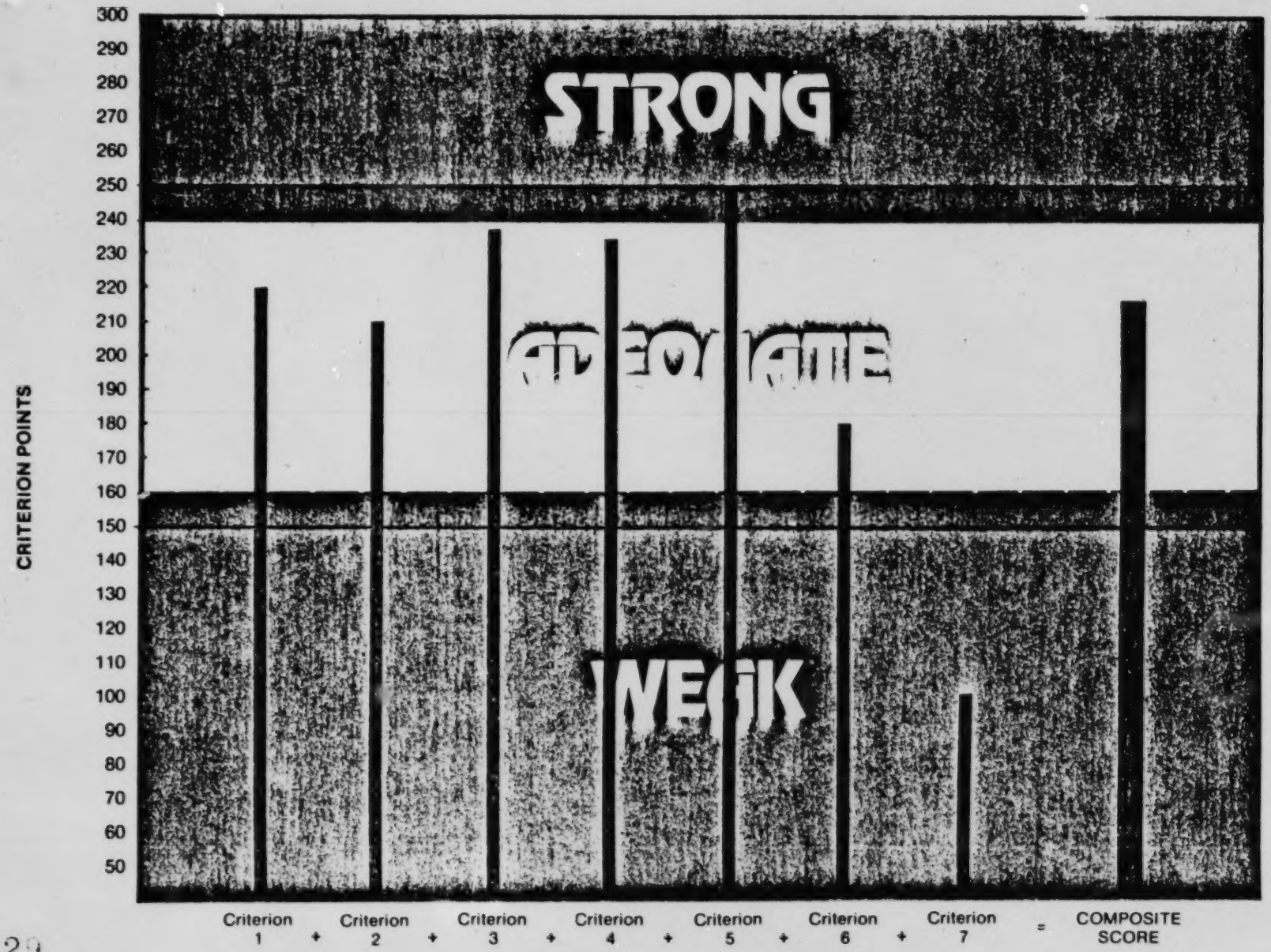
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4 Weighted Criterion 7 Score

Composite Score = 217 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: EMTE — PENN VALLEY



EVALUATION PROFILE

ADMINISTRATION OF JUSTICE
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 248 = 79 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 254 = 71 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 241 X .24 = 57.8 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 239 = 50 Employed graduate satisfaction with the program's job preparation
B .19 X 250 = 48 Employed graduate satisfaction with the knowledge offered
C .17 X 222 = 38 Employed graduate satisfaction with the skills training offered
D .16 X 291 = 47 Employed graduate ratings of the program's quality
E .10 X 224 = 22 Current student satisfaction with the skills training offered
F .09 X 233 = 21 Current student satisfaction with the knowledge offered
G .08 X 281 = 22 Current student ratings of the program's quality

Total 248 X .23 = 57.0 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 225 = 135 Employer satisfaction with the graduate's overall performance
B .29 X 234 = 68 Employer reports of spending less, equal or more time on entry training
C .11 X 271 = 30 Employer reports of saving, breaking even, or losing money on entry training

Total 233 X .23 = 53.6 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 225 = 50 Employer (of graduates) ratings of program quality
D .14 X 241 = 34 Occupational Community ratings of program quality
E .10 X 300 = 30 Occupational Community awareness of the program's existence

Total 276 X .10 = 27.6 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 300 = 162 Cost per Credit Hours
B .46 X 300 = 138 Cost per Contact Hours

Total 300 X .08 = 24 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 171 X .08 = 13.7 Weighted Criterion 6 Score

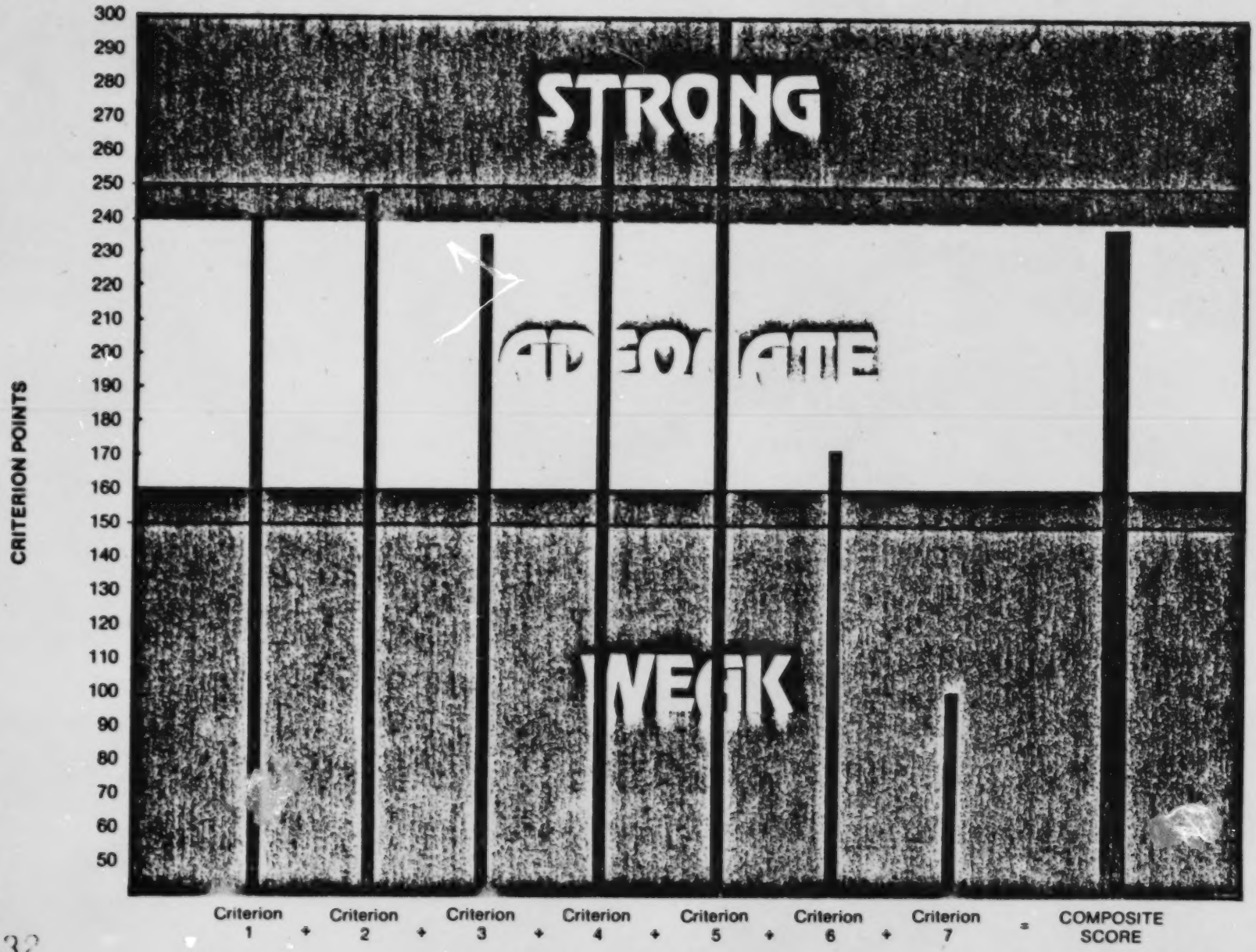
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4.0 Weighted Criterion 7 Score

Composite Score = 238 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: ADJU — PENN VALLEY



EVALUATION PROFILE

DATA PROCESSING
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 242 = 77 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 245 = 69 The occupational community's expressed need for the type of education offered by the program
D .11 X 200 = 22 Projected employment needs reported by the K.C. Manpower Report

Total 226 X .24 = 54.2 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 267 = 56 Employed graduate satisfaction with the program's job preparation
B .19 X 256 = 49 Employed graduate satisfaction with the knowledge offered
C .17 X 234 = 40 Employed graduate satisfaction with the skills training offered
D .16 X 292 = 47 Employed graduate ratings of the program's quality
E .10 X 209 = 21 Current student satisfaction with the skills training offered
F .09 X 212 = 19 Current student satisfaction with the knowledge offered
G .08 X 277 = 22 Current student ratings of the program's quality

Total 254 X .23 = 58.4 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 275 = 165 Employer satisfaction with the graduate's overall performance
B .29 X 260 = 75 Employer reports of spending less, equal or more time on entry training
C .11 X 260 = 29 Employer reports of saving, breaking even, or losing money on entry training

Total 269 X .23 = 61.9 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 200 = 52 Occupational Community willingness to hire program graduates
C .22 X 240 = 53 Employer (of graduates) ratings of program quality
D .14 X 231 = 32 Occupational Community ratings of program quality
E .10 X 200 = 20 Occupational Community awareness of the program's existence

Total 241 X .10 = 24.1 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 100 = 20 Availability of personal support services to the handicapped
C .18 X 200 = 36 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 193 X .08 = 10.6 Weighted Criterion 6 Score

Criterion VII. Success in Demonstrating Sex Fairness

A .55 X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B .45 X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12.0 Weighted Criterion 7 Score

Composite Score = 241 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: DAPR — PENN VALLEY

EVALUATION PROFILE

GENERAL BUSINESS
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 231 = 74 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 247 = 68 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 233 X .24 = 55.9 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 211 = 44 Employed graduate satisfaction with the program's job preparation
B .19 X 237 = 44 Employed graduate satisfaction with the knowledge offered
C .17 X 211 = 36 Employed graduate satisfaction with the skills training offered
D .16 X 280 = 45 Employed graduate ratings of the program's quality
E .10 X 209 = 20 Current student satisfaction with the skills training offered
F .09 X 219 = 20 Current student satisfaction with the knowledge offered
G .08 X 275 = 22 Current student ratings of the program's quality

Total 231 X .23 = 53.1 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 233 = 140 Employer satisfaction with the graduate's overall performance
B .29 X 220 = 64 Employer reports of spending less, equal or more time on entry training
C .11 X 280 = 31 Employer reports of saving, breaking even, or losing money on entry training

Total 235 X .23 = 54.1 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 250 = 55 Employer (of graduates) ratings of program quality
D .14 X 258 = 36 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 263 X .10 = 26.3 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20.0 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 200 = 50 Evidence that program facilities are equipped to handle the handicapped
B .20 X 100 = 20 Availability of personal support services to the handicapped
C .18 X 100 = 18 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 125 X .08 = 10.0 Weighted Criterion 6 Score

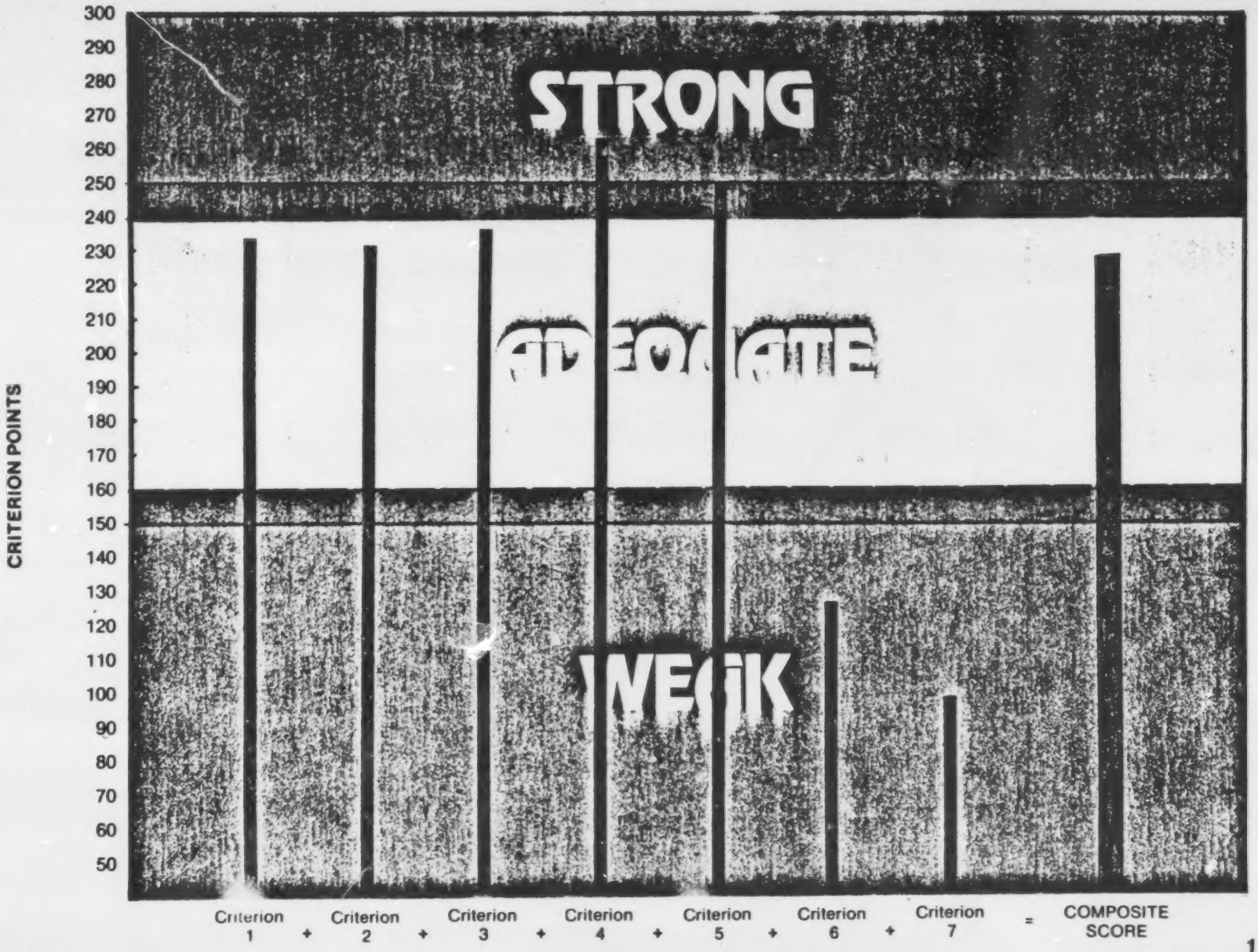
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4.0 Weighted Criterion 7 Score

Composite Score = 223 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: GBUS — PENN VALLEY



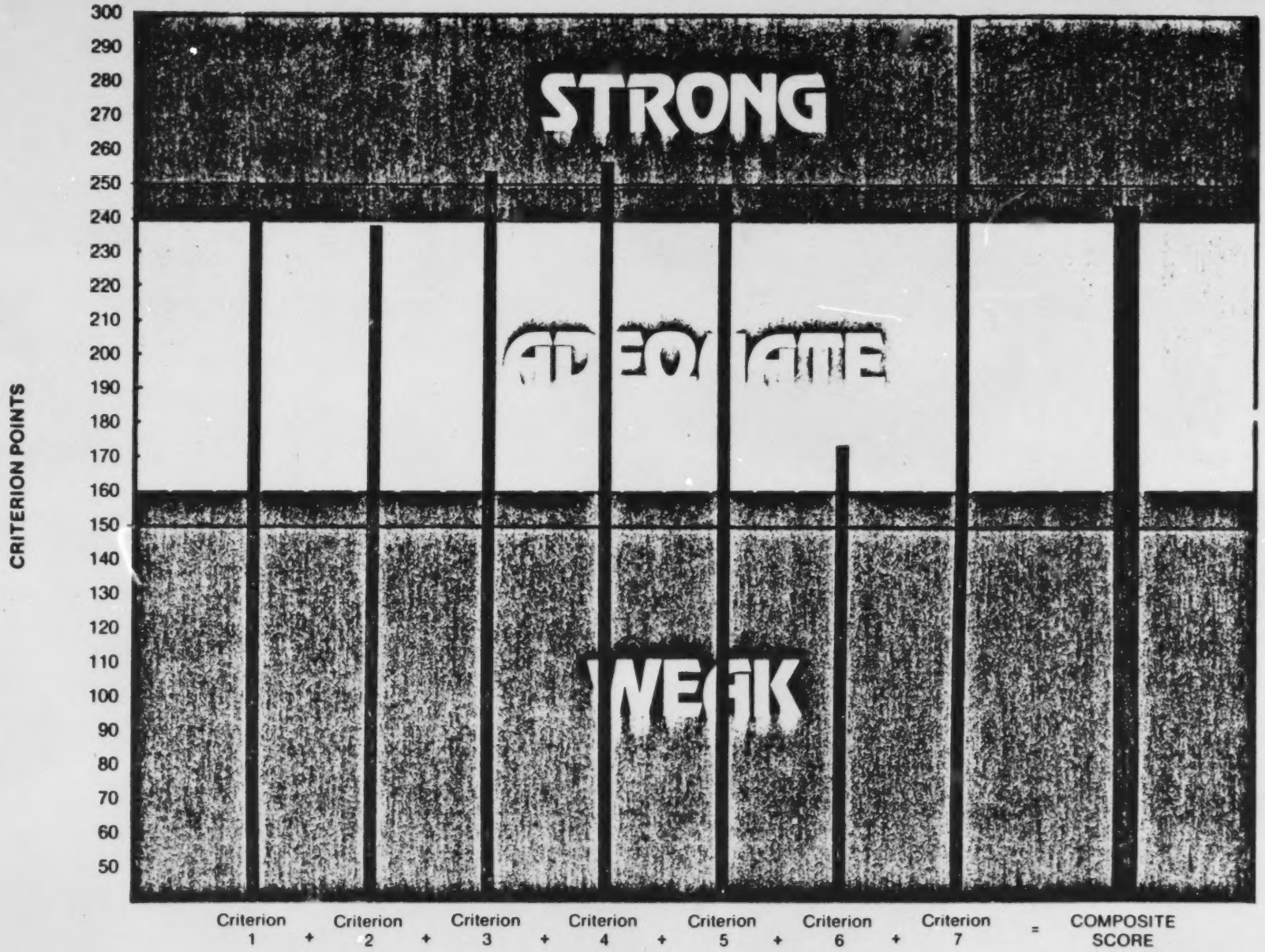
EVALUATION PROFILE

MIDMANAGEMENT
PENN VALLEY

Sub-Criterion	Sub-Criterion Wt.	Attainment Rating		
Criterion I. Local Job Market Needs				
A	.32	245	= 78	The Occupational community's expressed need for graduates
B	.29	200	= 58	Program graduates' need for employment (% finding jobs)
C	.28	256	= 72	The occupational community's expressed need for the type of education offered by the program
D	.11	300	= 33	Projected employment needs reported by the K.C. Manpower Report
Total	241		X .24 = 57.8	Weighted Criterion 1 Score
Criterion II. Past and Present Student Needs				
A	.21	242	= 51	Employed graduate satisfaction with the program's job preparation
B	.19	226	= 43	Employed graduate satisfaction with the knowledge offered
C	.17	216	= 37	Employed graduate satisfaction with the skills training offered
D	.16	272	= 44	Employed graduate ratings of the program's quality
E	.10	208	= 21	Current student satisfaction with the skills training offered
F	.09	219	= 20	Current student satisfaction with the knowledge offered
G	.08	284	= 23	Current student ratings of the program's quality
Total	239		X .23 = 55.0	Weighted Criterion 2 Score
Criterion III. Graduate Job Performance				
A	.60	243	= 146	Employer satisfaction with the graduate's overall performance
B	.29	260	= 75	Employer reports of spending less, equal or more time on entry training
C	.11	288	= 32	Employer reports of saving, breaking even, or losing money on entry training
Total	253		X .23 = 58.2	Weighted Criterion 3 Score
Criterion IV. Occupational Community Support				
A	.28	300	= 84	Employer (of graduates) willingness to hire another graduate
B	.26	300	= 78	Occupational Community willingness to hire program graduates
C	.22	221	= 49	Employer (of graduates) ratings of program quality
D	.14	241	= 34	Occupational Community ratings of program quality
E	.10	100	= 10	Occupational Community awareness of the program's existence
Total	255		X .10 = 25.5	Weighted Criterion 4 Score
Criterion V. Cost Effectiveness				
A	.54	250	= 135	Cost per Credit Hours
B	.46	250	= 115	Cost per Contact Hours
Total	250		X .08 = 20.0	Weighted Criterion 5 Score
Criterion VI. Success in Reaching Handicapped & Disadvantaged				
A	.25	200	= 50	Evidence that program facilities are equipped to handle the handicapped
B	.20	100	= 20	Availability of personal support services to the handicapped
C	.18	200	= 36	Availability of personal support services to the disadvantaged
D	.15	300	= 45	Availability of academic assistance to disadvantaged students
E	.11	100	= 11	Program's communication of willingness to enroll the handicapped
F	.11	100	= 11	Program's communication of willingness to enroll the disadvantaged
Total	173		X .08 = 13.8	Weighted Criterion 6 Score
Criterion VII. Success in Demonstrating Sex Fairness				
A	~~.55~~	300	= 300	Evidence of program's encouragement of both sexes to enroll in program
B	~~.45~~	NA	= —	Evidence that students do not drop from program because of sex bias
Total	300		X .04 = 12	Weighted Criterion 7 Score

Composite Score = 242 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: MIDM — PENN VALLEY



EVALUATION PROFILE

RESPIRATORY THERAPY
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 277 = 89 The Occupational community's expressed need for graduates
B .29 X 300 = 87 Program graduates' need for employment (% finding jobs)
C .28 X 279 = 78 The occupational community's expressed need for the type of education offered by the program
D .11 X 200 = 22 Projected employment needs reported by the K.C. Manpower Report

Total 276 X .27 = 74.5 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 275 = 58 Employed graduate satisfaction with the program's job preparation
B .19 X 250 = 48 Employed graduate satisfaction with the knowledge offered
C .17 X 276 = 47 Employed graduate satisfaction with the skills training offered
D .16 X 300 = 48 Employed graduate ratings of the program's quality
E .10 X 250 = 25 Current student satisfaction with the skills training offered
F .09 X 244 = 22 Current student satisfaction with the knowledge offered
G .08 X 288 = 23 Current student ratings of the program's quality

Total 271 X .26 = 70.5 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 300 = 180 Employer satisfaction with the graduate's overall performance
B .29 X 300 = 87 Employer reports of spending less, equal or more time on entry training
C .11 X 267 = 29 Employer reports of saving, breaking even, or losing money on entry training

Total 296 X .26 = 77.0 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 267 = 59 Employer (of graduates) ratings of program quality
D .14 X 238 = 33 Occupational Community ratings of program quality
E .10 X 200 = 20 Occupational Community awareness of the program's existence

Total 274 X .09 = 24.7 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X NA = — Cost per Credit Hours
B .46 X NA = — Cost per Contact Hours

Total NA = NA Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 300 = 45 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 186 X .08 = 14.9 Weighted Criterion 6 Score

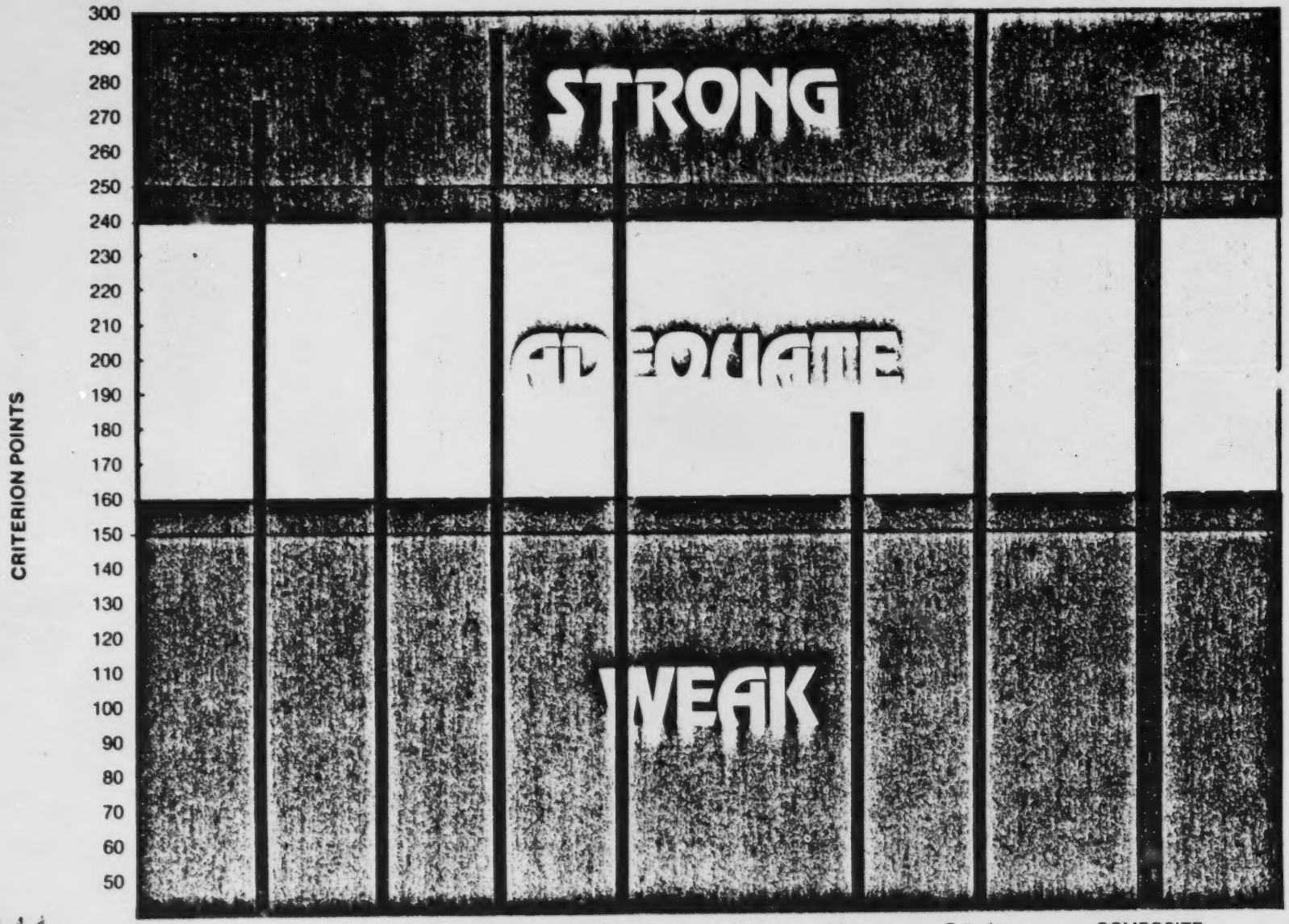
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12.0 Weighted Criterion 7 Score

Composite Score = 274 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: RESP — PENN VALLEY



144

145

EVALUATION PROFILE

SECRETARIAL SCIENCE
PENN VALLEY

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 264 = 84 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 258 = 72 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 247 X .24 = 59.3 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 240 = 50 Employed graduate satisfaction with the program's job preparation
B .19 X 240 = 46 Employed graduate satisfaction with the knowledge offered
C .17 X 236 = 40 Employed graduate satisfaction with the skills training offered
D .16 X 290 = 46 Employed graduate ratings of the program's quality
E .10 X 216 = 22 Current student satisfaction with the skills training offered
F .09 X 215 = 19 Current student satisfaction with the knowledge offered
G .08 X 279 = 22 Current student ratings of the program's quality

Total 245 X .23 = 56.4 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 267 = 160 Employer satisfaction with the graduate's overall performance
B .29 X 264 = 77 Employer reports of spending less, equal or more time on entry training
C .11 X 255 = 28 Employer reports of saving, breaking even, or losing money on entry training

Total 265 X .23 = 61.0 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 258 = 57 Employer (of graduates) ratings of program quality
D .14 X 238 = 33 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 262 X .10 = 26.2 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 200 = 108 Cost per Credit Hours
B .46 X 200 = 92 Cost per Contact Hours

Total 200 X .08 = 16.0 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 200 = 50 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 201 X .08 = 16.1 Weighted Criterion 6 Score

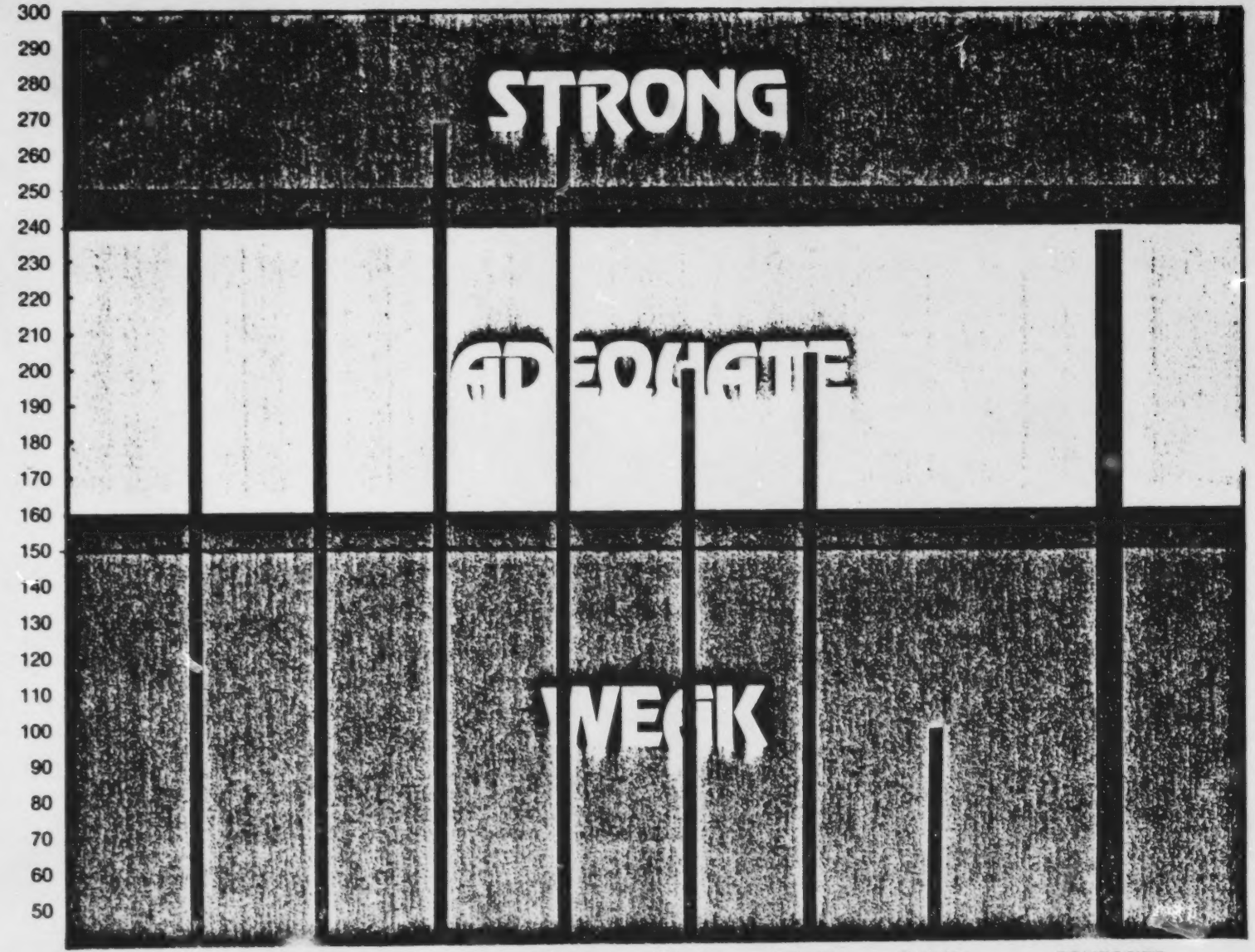
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4.0 Weighted Criterion 7 Score

Composite Score = 239 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: SECR – PENN VALLEY



EVALUATION PROFILE

AVIATION MAINTENANCE TECHNOLOGY
MAPLE WOODS

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 200 = 64 The Occupational community's expressed need for graduates
B .29 X 100 = 29 Program graduates' need for employment (% finding jobs)
C .28 X 234 = 66 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 192 X .24 = 46.1 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 210 = 44 Employed graduate satisfaction with the program's job preparation
B .19 X 210 = 40 Employed graduate satisfaction with the knowledge offered
C .17 X 270 = 46 Employed graduate satisfaction with the skills training offered
D .16 X 261 = 42 Employed graduate ratings of the program's quality
E .10 X 179 = 18 Current student satisfaction with the skills training offered
F .09 X 183 = 16 Current student satisfaction with the knowledge offered
G .08 X 238 = 19 Current student ratings of the program's quality

Total 225 X .23 = 51.8 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 250 = 150 Employer satisfaction with the graduate's overall performance
B .29 X 275 = 80 Employer reports of spending less, equal or more time on entry training
C .11 X 200 = 22 Employer reports of saving, breaking even, or losing money on entry training

Total 252 X .23 = 58 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 200 = 52 Occupational Community willingness to hire program graduates
C .22 X 225 = 50 Employer (of graduates) ratings of program quality
D .14 X 220 = 31 Occupational Community ratings of program quality
E .10 X 200 = 20 Occupational Community awareness of the program's existence

Total 237 X .10 = 23.7 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 200 = 108 Cost per Credit Hours
B .46 X 200 = 92 Cost per Contact Hours

Total 200 X .08 = 16 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 176 X .08 = 14.1 Weighted Criterion 6 Score

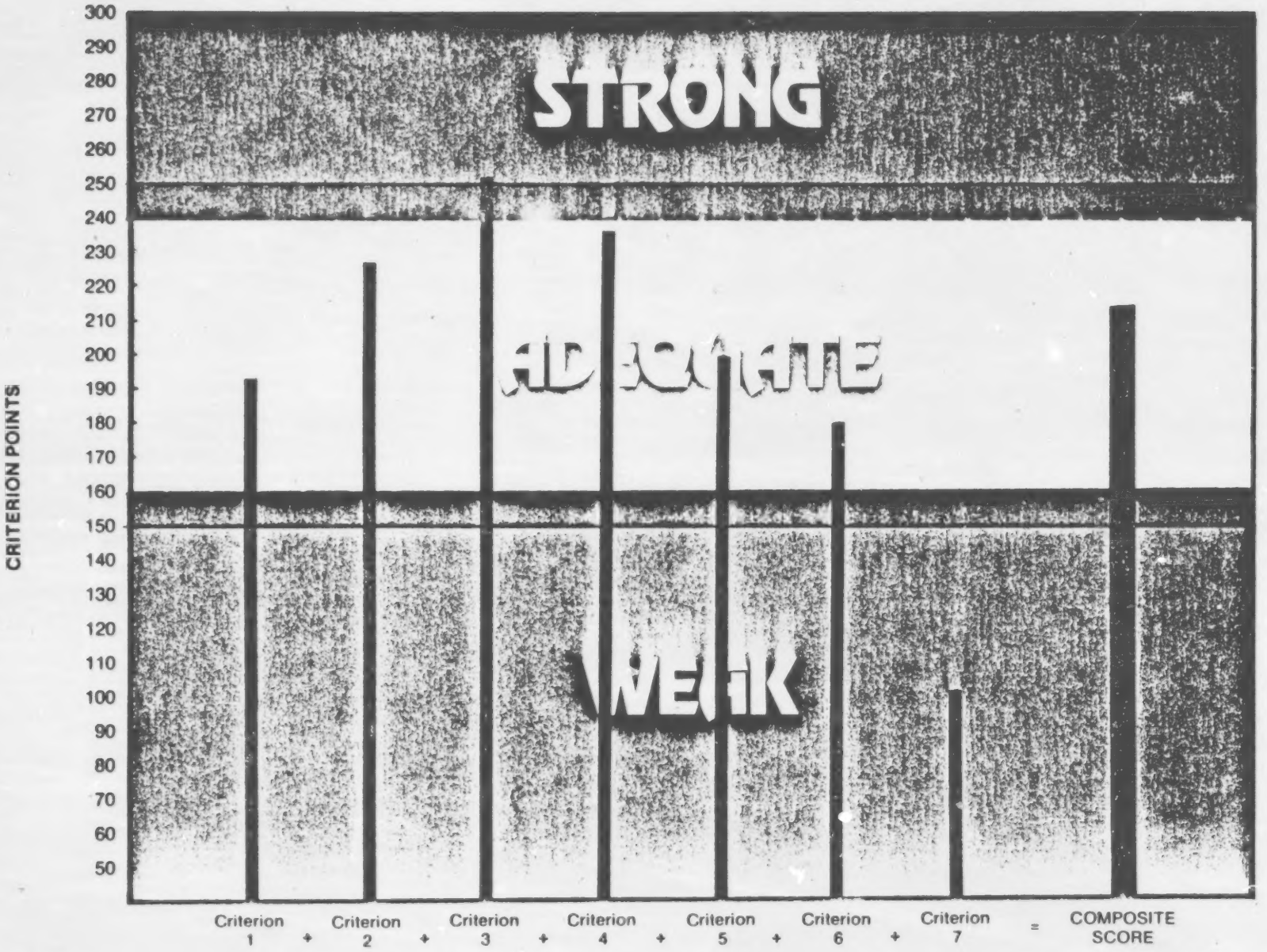
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X N/A = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4 Weighted Criterion 7 Score

Composite Score = 214 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: AVMT — MAPLE WOODS



EVALUATION PROFILE

ELECTRONICS TECHNOLOGY
MAPLE WOODS

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 220 = 70 The Occupational community's expressed need for graduates
B .29 X 100 = 29 Program graduates' need for employment (% finding jobs)
C .28 X 228 = 64 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 196 X .24 = 47.0 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 260 = 53 Employed graduate satisfaction with the program's job preparation
B .19 X 233 = 44 Employed graduate satisfaction with the knowledge offered
C .17 X 217 = 37 Employed graduate satisfaction with the skills training offered
D .16 X 300 = 48 Employed graduate ratings of the program's quality
E .10 X 202 = 20 Current student satisfaction with the skills training offered
F .09 X 222 = 20 Current student satisfaction with the knowledge offered
G .08 X 280 = 22 Current student ratings of the program's quality

Total 244 X .23 = 56.1 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 233 = 140 Employer satisfaction with the graduate's overall performance
B .29 X 267 = 77 Employer reports of spending less, equal or more time on entry training
C .11 X 300 = 33 Employer reports of saving, breaking even, or losing money on entry training

Total 250 X .23 = 57.5 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 267 = 59 Employer (of graduates) ratings of program quality
D .14 X 233 = 33 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 264 X .10 = 26.4 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 200 = 108 Cost per Credit Hours
B .46 X 150 = 69 Cost per Contact Hours

Total 177 X .08 = 14.2 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 200 = 22 Program's communication of willingness to enroll the handicapped
F .11 X 200 = 22 Program's communication of willingness to enroll the disadvantaged

Total 213 X .08 = 17 Weighted Criterion 6 Score

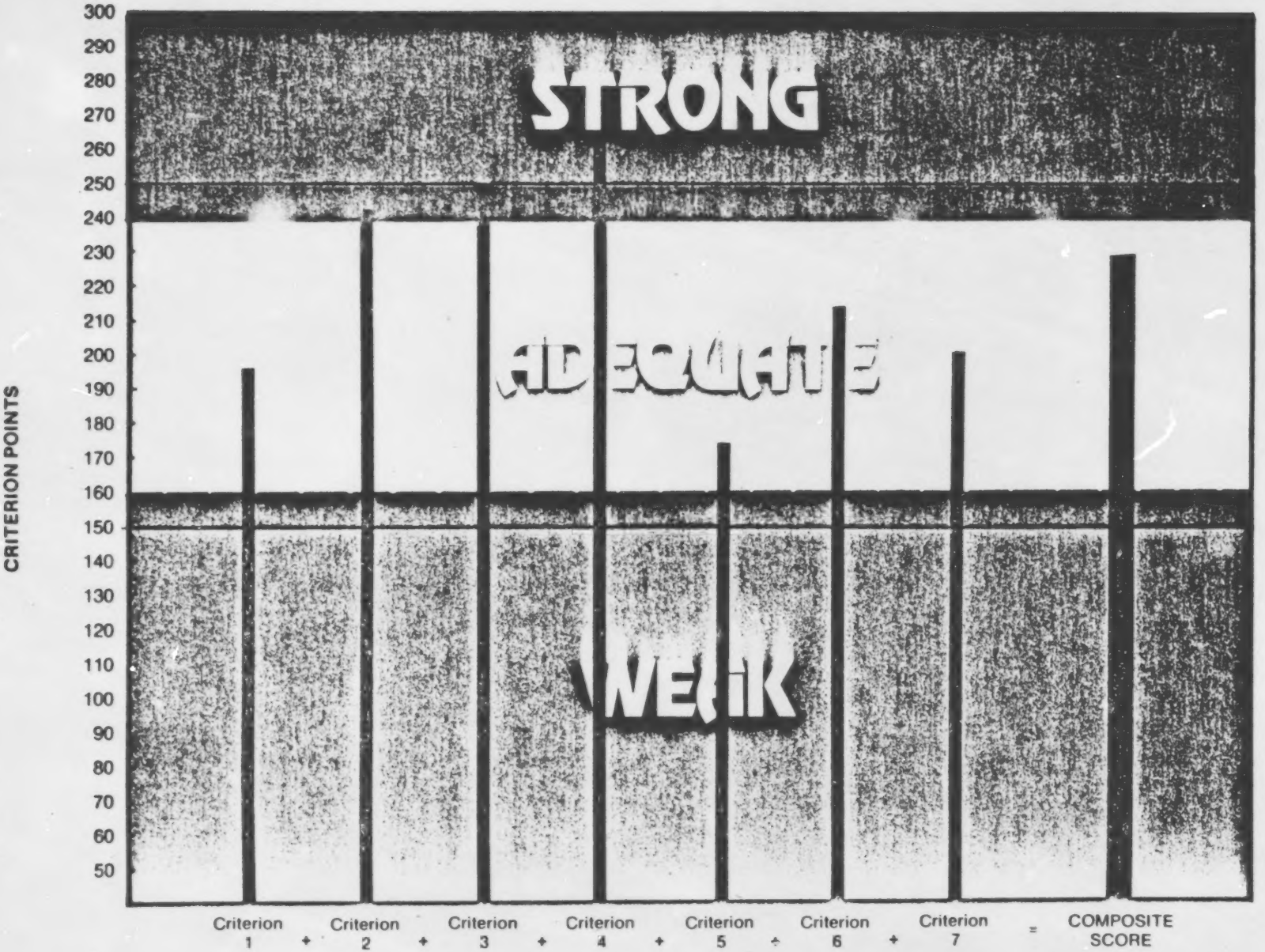
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 200 = 200 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 200 X .04 = 8 Weighted Criterion 7 Score

Composite Score = 226 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: ELTE — MAPLE WOODS



EVALUATION PROFILE

ADMINISTRATION OF JUSTICE
MAPLE WOODS

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 239 = 76 The Occupational community's expressed need for graduates
B .29 X 300 = 87 Program graduates' need for employment (% finding jobs)
C .28 X 257 = 72 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 268 X .24 = 64.3 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 237 = 50 Employed graduate satisfaction with the program's job preparation
B .19 X 230 = 44 Employed graduate satisfaction with the knowledge offered
C .17 X 215 = 37 Employed graduate satisfaction with the skills training offered
D .16 X 269 = 43 Employed graduate ratings of the program's quality
E .10 X 193 = 19 Current student satisfaction with the skills training offered
F .09 X 215 = 19 Current student satisfaction with the knowledge offered
G .08 X 277 = 22 Current student ratings of the program's quality

Total 234 X .23 = 53.8 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 275 = 165 Employer satisfaction with the graduate's overall performance
B .29 X 263 = 76 Employer reports of spending less, equal or more time on entry training
C .11 X 282 = 31 Employer reports of saving, breaking even, or losing money on entry training

Total 272 X .23 = 62.6 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 257 = 57 Employer (of graduates) ratings of program quality
D .14 X 213 = 30 Occupational Community ratings of program quality
E .10 X 200 = 20 Occupational Community awareness of the program's existence

Total 269 X .10 = 26.9 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 300 = 162 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 277 X .08 = 22.2 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 200 = 22 Program's communication of willingness to enroll the disadvantaged

Total 167 X .08 = 13.4 Weighted Criterion 6 Score

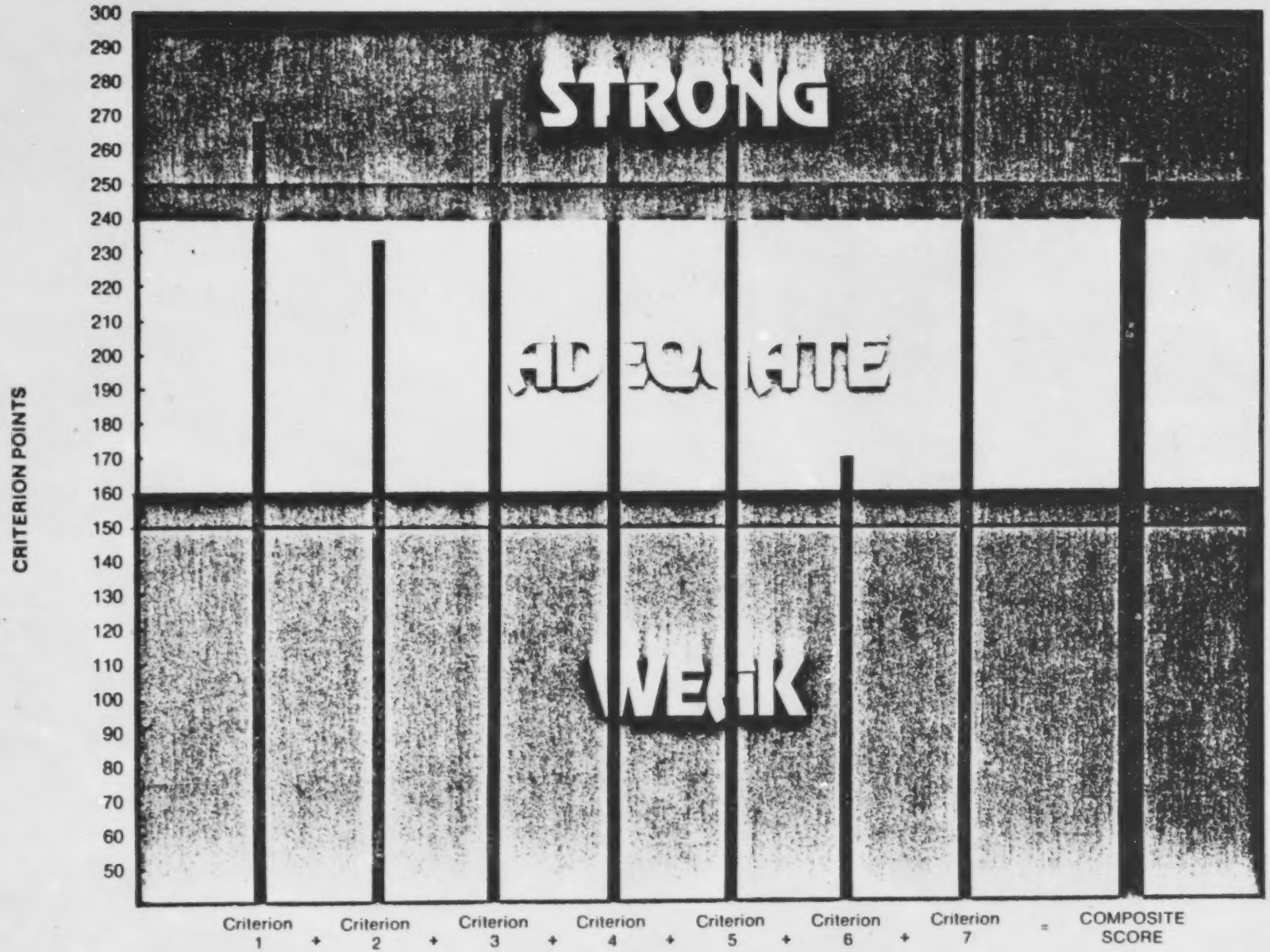
Criterion VII. Success in Demonstrating Sex Fairness

A .55 X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B .45 X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12 Weighted Criterion 7 Score

Composite Score = 255 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: ADJU — MAPLE WOODS



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EVALUATION PROFILE

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GENERAL BUSINESS
MAPLE WOODS

Sub-Criterion	Sub-Criterion Wt.	Attainment Rating		
Criterion I. Local Job Market Needs				
A	.32	238	= 76	The Occupational community's expressed need for graduates
B	.29	100	= 29	Program graduates' need for employment (% finding jobs)
C	.28	235	= 66	The occupational community's expressed need for the type of education offered by the program
D	.11	300	= 33	Projected employment needs reported by the K.C. Manpower Report
Total		204	x .24 = 49.0	Weighted Criterion 1 Score
Criterion II. Past and Present Student Needs				
A	.21	216	= 45	Employed graduate satisfaction with the program's job preparation
B	.19	220	= 42	Employed graduate satisfaction with the knowledge offered
C	.17	211	= 36	Employed graduate satisfaction with the skills training offered
D	.16	268	= 43	Employed graduate ratings of the program's quality
E	.10	205	= 21	Current student satisfaction with the skills training offered
F	.09	214	= 19	Current student satisfaction with the knowledge offered
G	.08	267	= 21	Current student ratings of the program's quality
Total		227	x .23 = 52.2	Weighted Criterion 2 Score
Criterion III. Graduate Job Performance				
A	.60	254	= 152	Employer satisfaction with the graduate's overall performance
B	.29	226	= 66	Employer reports of spending less, equal or more time on entry training
C	.11	250	= 28	Employer reports of saving, breaking even, or losing money on entry training
Total		246	x .23 = 56.6	Weighted Criterion 3 Score
Criterion IV. Occupational Community Support				
A	.28	300	= 84	Employer (of graduates) willingness to hire another graduate
B	.26	300	= 78	Occupational Community willingness to hire program graduates
C	.22	262	= 58	Employer (of graduates) ratings of program quality
D	.14	225	= 32	Occupational Community ratings of program quality
E	.10	100	= 10	Occupational Community awareness of the program's existence
Total		262	x .10 = 26.2	Weighted Criterion 4 Score
Criterion V. Cost Effectiveness				
A	.54	250	= 135	Cost per Credit Hours
B	.46	250	= 115	Cost per Contact Hours
Total		250	x .08 = 20.0	Weighted Criterion 5 Score
Criterion VI. Success in Reaching Handicapped & Disadvantaged				
A	.25	100	= 25	Evidence that program facilities are equipped to handle the handicapped
B	.20	300	= 60	Availability of personal support services to the handicapped
C	.18	300	= 54	Availability of personal support services to the disadvantaged
D	.15	200	= 30	Availability of academic assistance to disadvantaged students
E	.11	300	= 33	Program's communication of willingness to enroll the handicapped
F	.11	200	= 22	Program's communication of willingness to enroll the disadvantaged
Total		224	x .08 = 17.9	Weighted Criterion 6 Score
Criterion VII. Success in Demonstrating Sex Fairness				
A	~~.55~~	300	= 300	Evidence of program's encouragement of both sexes to enroll in program
B	~~.45~~	NA	= —	Evidence that students do not drop from program because of sex bias
Total		300	x .04 = 12.0	Weighted Criterion 7 Score

Composite Score = 234 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: GBUS — MAPLE WOODS

EVALUATION PROFILE

MIDMANAGEMENT
MAPLE WOODS

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 247 = 79 The Occupational community's expressed need for graduates
B .29 X 300 = 87 Program graduates' need for employment (% finding jobs)
C .28 X 246 = 69 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 268 X .24 = 64.3 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 189 = 40 Employed graduate satisfaction with the program's job preparation
B .19 X 200 = 38 Employed graduate satisfaction with the knowledge offered
C .17 X 168 = 29 Employed graduate satisfaction with the skills training offered
D .16 X 267 = 43 Employed graduate ratings of the program's quality
E .10 X 194 = 19 Current student satisfaction with the skills training offered
F .09 X 194 = 17 Current student satisfaction with the knowledge offered
G .08 X 273 = 22 Current student ratings of the program's quality

Total 208 X .23 = 47.8 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 214 = 128 Employer satisfaction with the graduate's overall performance
B .29 X 267 = 77 Employer reports of spending less, equal or more time on entry training
C .11 X 250 = 28 Employer reports of saving, breaking even, or losing money on entry training

Total 233 X .23 = 53.6 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 271 = 60 Employer (of graduates) ratings of program quality
D .14 X 221 = 31 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 263 X .10 = 26.3 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20.0 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 300 = 45 Availability of academic assistance to disadvantaged students
E .11 X 300 = 33 Program's communication of willingness to enroll the handicapped
F .11 X 300 = 33 Program's communication of willingness to enroll the disadvantaged

Total 250 X .08 = 20.0 Weighted Criterion 6 Score

Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12 Weighted Criterion 7 Score

Composite Score = 244 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: MIDM — MAPLE WOODS

EVALUATION PROFILE

SECRETARIAL SCIENCE
MAPLE WOODS

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 267 = 85 The Occupational community's expressed need for graduates
B .29 X 100 = 29 Program graduates' need for employment (% finding jobs)
C .28 X 276 = 77 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 224 X .24 = 53.8 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 225 = 47 Employed graduate satisfaction with the program's job preparation
B .19 X 223 = 42 Employed graduate satisfaction with the knowledge offered
C .17 X 213 = 36 Employed graduate satisfaction with the skills training offered
D .16 X 288 = 46 Employed graduate ratings of the program's quality
E .10 X 226 = 23 Current student satisfaction with the skills training offered
F .09 X 217 = 20 Current student satisfaction with the knowledge offered
G .08 X 280 = 22 Current student ratings of the program's quality

Total 236 X .23 = 54.3 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 250 = 150 Employer satisfaction with the graduate's overall performance
B .29 X 256 = 74 Employer reports of spending less, equal or more time on entry training
C .11 X 282 = 31 Employer reports of saving, breaking even, or losing money on entry training

Total 255 X .23 = 58.7 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 260 = 57 Employer (of graduates) ratings of program quality
D .14 X 256 = 36 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 265 X .10 = 26.5 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 300 = 33 Program's communication of willingness to enroll the handicapped
F .11 X 300 = 33 Program's communication of willingness to enroll the disadvantaged

Total 235 X .08 = 18.8 Weighted Criterion 6 Score

Criterion VII. Success in Demonstrating Sex Fairness

A ~~.57~~ X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B ~~.43~~ NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12 Weighted Criterion 7 Score

Composite Score = 244 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: SECR — MAPLE WOODS

EVALUATION PROFILE

DRAFTING
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 225 = 72 The Occupational community's expressed need for graduates
B .29 X 100 = 29 Program graduates' need for employment (% finding jobs)
C .28 X 229 = 64 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 198 X .24 = 47.5 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 200 = 42 Employed graduate satisfaction with the program's job preparation
B .19 X 200 = 38 Employed graduate satisfaction with the knowledge offered
C .17 X 200 = 34 Employed graduate satisfaction with the skills training offered
D .16 X 300 = 48 Employed graduate ratings of the program's quality
E .10 X 222 = 22 Current student satisfaction with the skills training offered
F .09 X 216 = 19 Current student satisfaction with the knowledge offered
G .08 X 272 = 22 Current student ratings of the program's quality

Total 225 X .23 = 51.8 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 300 = 180 Employer satisfaction with the graduate's overall performance
B .29 X 267 = 77 Employer reports of spending less, equal or more time on entry training
C .11 X 300 = 33 Employer reports of saving, breaking even, or losing money on entry training

Total 290 X .23 = 66.7 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 100 = 26 Occupational Community willingness to hire program graduates
C .22 X 233 = 51 Employer (of graduates) ratings of program quality
D .14 X 233 = 33 Occupational Community ratings of program quality
E .10 X 200 = 20 Occupational Community awareness of the program's existence

Total 214 X .10 = 21.4 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 150 = 81 Cost per Credit Hours
B .46 X 200 = 92 Cost per Contact Hours

Total 173 X .08 = 13.8 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 191 X .08 = 15.3 Weighted Criterion 6 Score

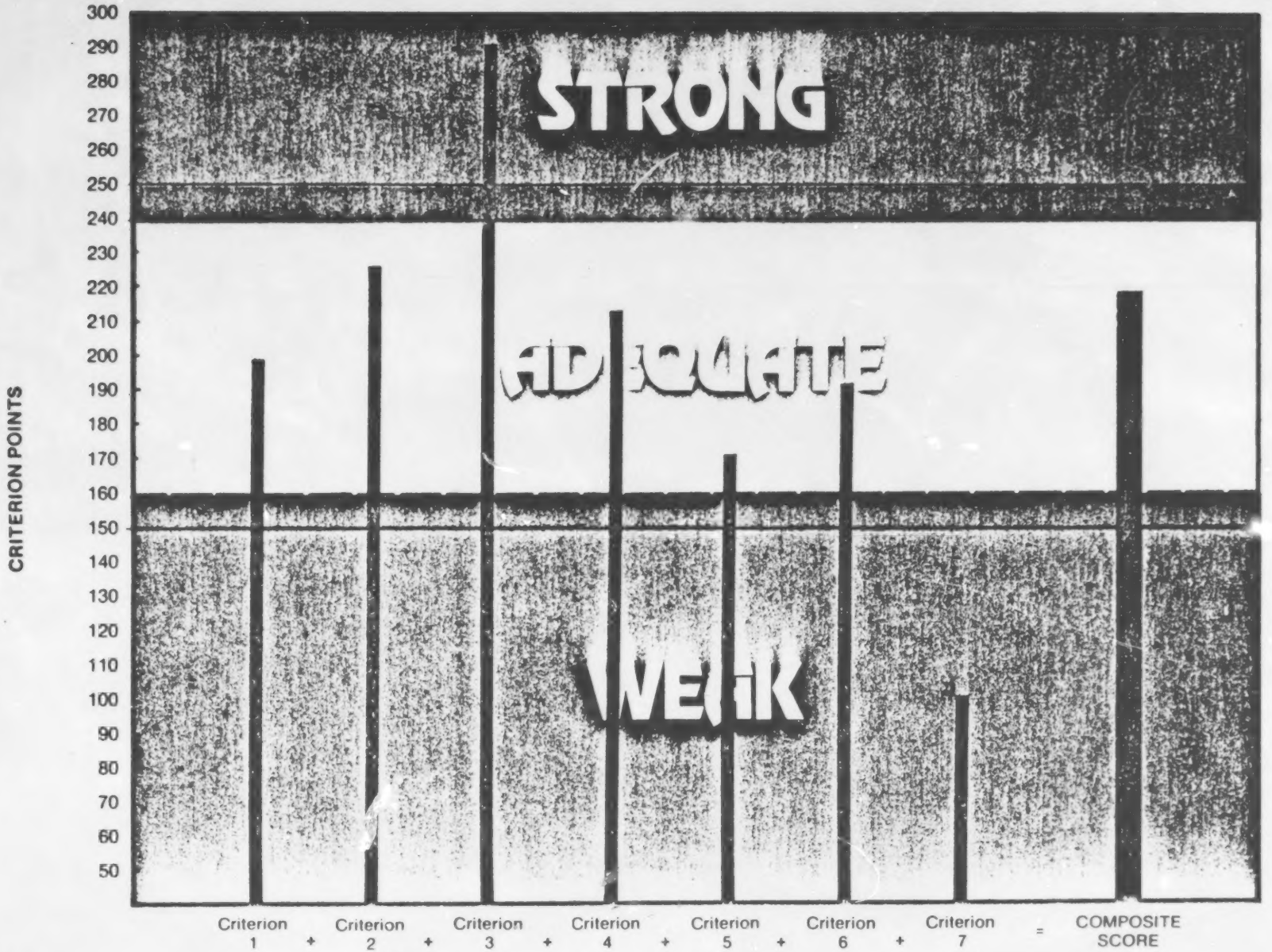
Criterion VII. Success in Demonstrating Sex Fairness

A .55 X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B .45 X NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4.0 Weighted Criterion 7 Score

Composite Score = 221 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: DRAF — LONGVIEW



EVALUATION PROFILE

AUTOMOTIVE TECHNOLOGY
HEAVY EQUIPMENT
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 286 = 92 The Occupational community's expressed need for graduates
B .29 X 300 = 87 Program graduates' need for employment (% finding jobs)
C .28 X 288 = 81 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 293 X .24 = 70.3 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 267 = 56 Employed graduate satisfaction with the program's job preparation
B .19 X 267 = 51 Employed graduate satisfaction with the knowledge offered
C .17 X 233 = 40 Employed graduate satisfaction with the skills training offered
D .16 X 300 = 48 Employed graduate ratings of the program's quality
E .10 X 221 = 22 Current student satisfaction with the skills training offered
F .09 X 235 = 21 Current student satisfaction with the knowledge offered
G .08 X 278 = 22 Current student ratings of the program's quality

Total 260 X .23 = 59.8 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 300 = 180 Employer satisfaction with the graduate's overall performance
B .29 X 300 = 87 Employer reports of spending less, equal or more time on entry training
C .11 X 300 = 33 Employer reports of saving, breaking even, or losing money on entry training

Total 300 X .23 = 69 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 300 = 66 Employer (of graduates) ratings of program quality
D .14 X 248 = 35 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 273 X .10 = 27.3 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 300 = 162 Cost per Credit Hours
B .46 X 300 = 138 Cost per Contact Hours

Total 300 X .08 = 24 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 200 = 36 Availability of personal support services to the disadvantaged
D .15 X 300 = 45 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 168 X .08 = 13.4 Weighted Criterion 6 Score

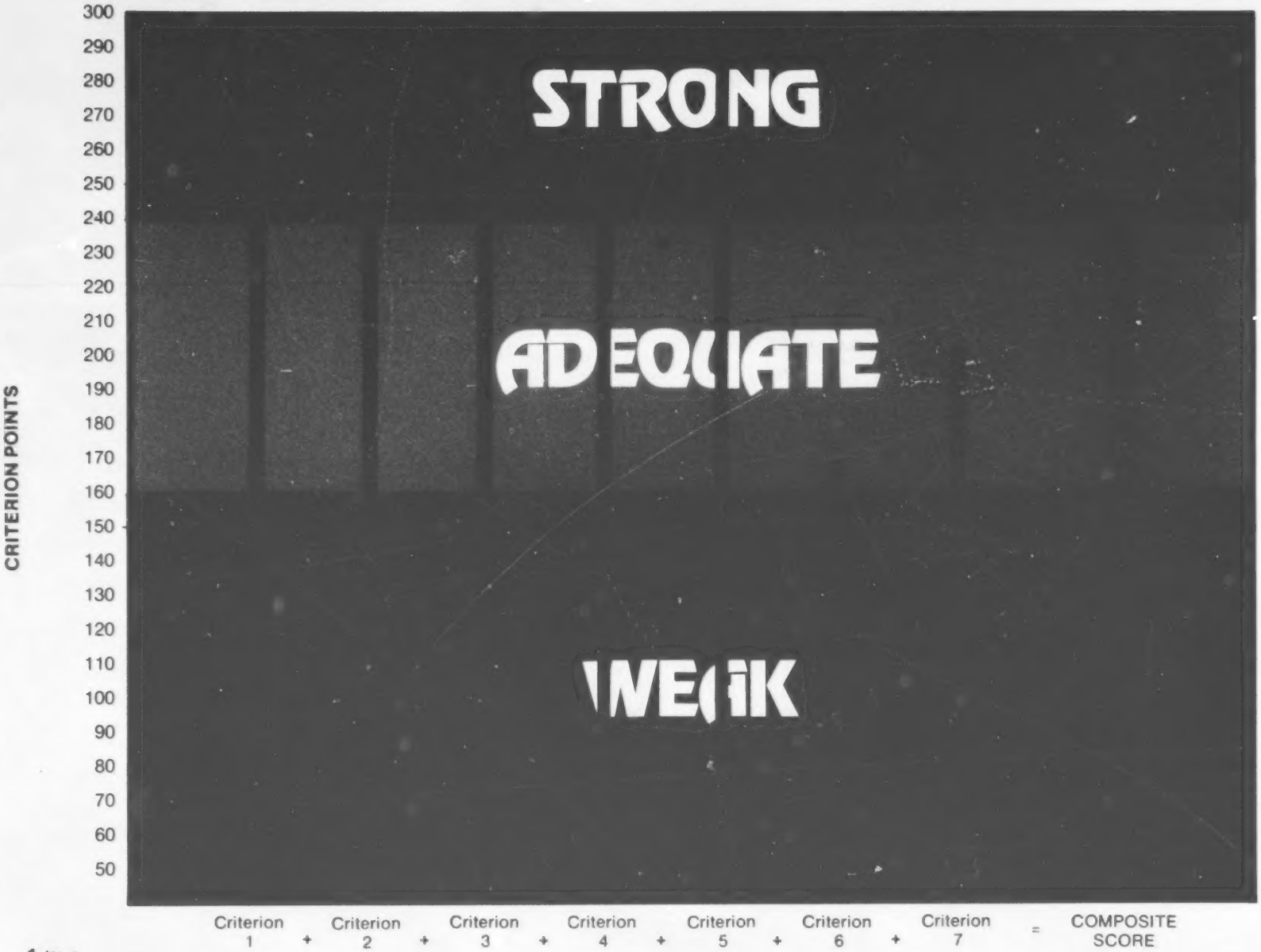
Criterion VII. Success in Demonstrating Sex Fairness

A .55 X 200 = 200 Evidence of program's encouragement of both sexes to enroll in program
B .45 X NA = — Evidence that students do not drop from program because of sex bias

Total 200 X .04 = 8 Weighted Criterion 7 Score

Composite Score = 272 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: HE-AUTO — LONGVIEW



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EVALUATION PROFILE

172

AUTOMOTIVE TECHNOLOGY
MECHANICAL & MERCHANDISING
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 276 = 88 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 279 = 78 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 257 X .24 = 61.7 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 267 = 56 Employed graduate satisfaction with the program's job preparation
B .19 X 245 = 47 Employed graduate satisfaction with the knowledge offered
C .17 X 245 = 42 Employed graduate satisfaction with the skills training offered
D .16 X 300 = 48 Employed graduate ratings of the program's quality
E .10 X 228 = 23 Current student satisfaction with the skills training offered
F .09 X 233 = 21 Current student satisfaction with the knowledge offered
G .08 X 287 = 23 Current student ratings of the program's quality

Total 260 X .23 = 59.8 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 215 = 129 Employer satisfaction with the graduate's overall performance
B .29 X 286 = 83 Employer reports of spending less, equal or more time on entry training
C .11 X 243 = 27 Employer reports of saving, breaking even, or losing money on entry training

Total 239 X .23 = 55.0 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 200 = 56 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 229 = 50 Employer (of graduates) ratings of program quality
D .14 X 258 = 36 Occupational Community ratings of program quality
E .10 X 200 = 20 Occupational Community awareness of the program's existence

Total 240 X .10 = 24.0 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 200 = 108 Cost per Credit Hours
B .46 X 200 = 92 Cost per Contact Hours

Total 200 X .08 = 16.0 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 200 = 36 Availability of personal support services to the disadvantaged
D .15 X 300 = 45 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 168 X .08 = 13.4 Weighted Criterion 6 Score

Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 200 = 200 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ NA = — Evidence that students do not drop from program because of sex bias

Total 200 X .04 = 8.0 Weighted Criterion 7 Score

Composite Score = 238 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: M/MAUTO — LONGVIEW

174

EVALUATION PROFILE

175

ADMINISTRATION OF JUSTICE
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 254 = 81 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 256 = 72 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 244 X .24 = 58.6 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 243 = 51 Employed graduate satisfaction with the program's job preparation
B .19 X 236 = 45 Employed graduate satisfaction with the knowledge offered
C .17 X 215 = 37 Employed graduate satisfaction with the skills training offered
D .16 X 222 = 36 Employed graduate ratings of the program's quality
E .10 X 205 = 21 Current student satisfaction with the skills training offered
F .09 X 213 = 19 Current student satisfaction with the knowledge offered
G .08 X 270 = 22 Current student ratings of the program's quality

Total 231 X .23 = 53.1 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 283 = 169 Employer satisfaction with the graduate's overall performance
B .29 X 242 = 70 Employer reports of spending less, equal or more time on entry training
C .11 X 290 = 32 Employer reports of saving, breaking even, or losing money on entry training

Total 271 X .23 = 62.3 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 282 = 62 Employer (of graduates) ratings of program quality
D .14 X 259 = 33 Occupational Community ratings of program quality
E .10 X 300 = 30 Occupational Community awareness of the program's existence

Total 287 X .10 = 28.7 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 300 = 162 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 277 X .08 = 22.2 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 100 = 11 Program's communication of willingness to enroll the handicapped
F .11 X 200 = 22 Program's communication of willingness to enroll the disadvantaged

Total 167 X .08 = 13.4 Weighted Criterion 6 Score

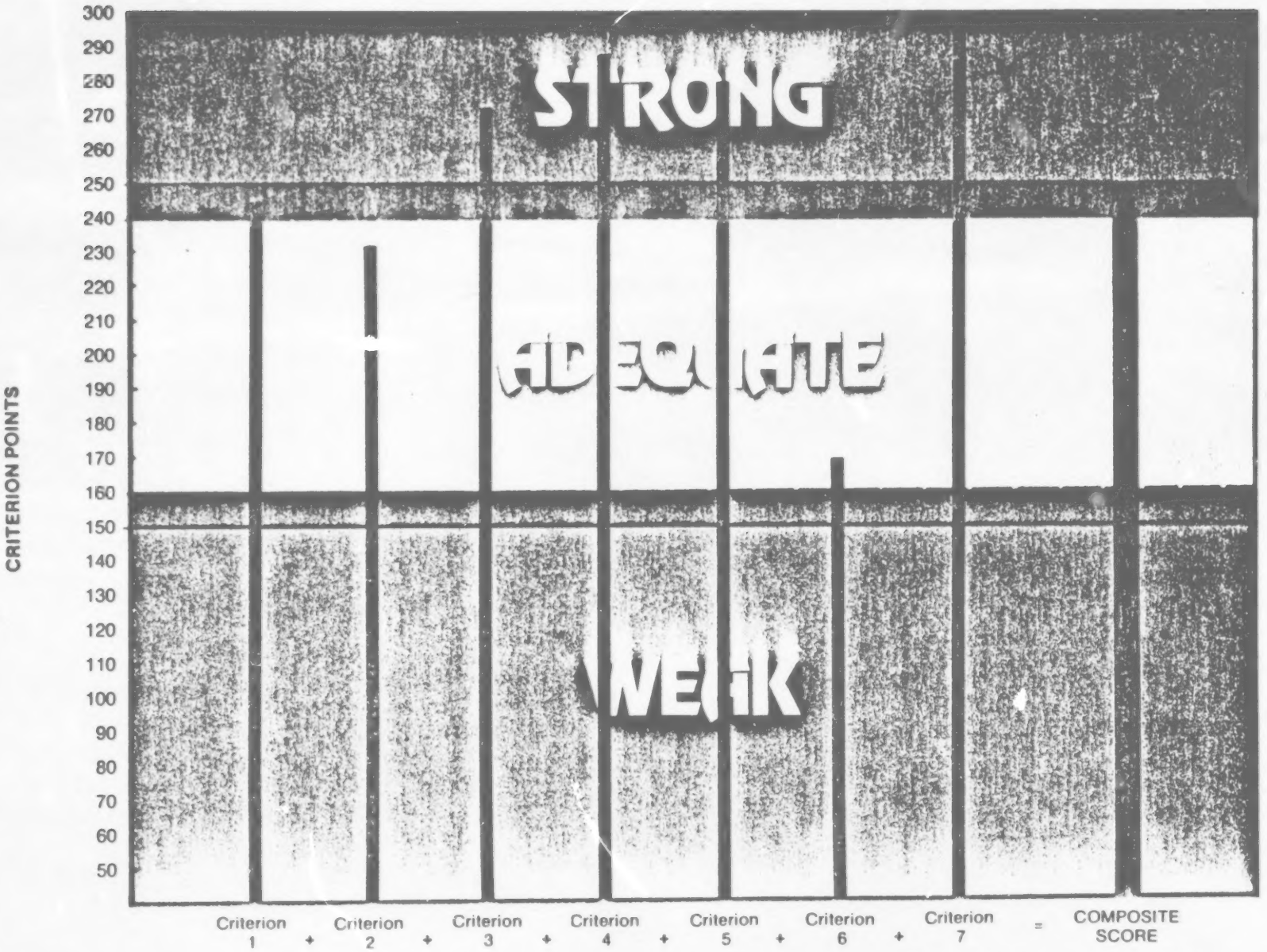
Criterion VII. Success in Demonstrating Sex Fairness

A .55 X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B .45 X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12 Weighted Criterion 7 Score

Composite Score = 250 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: ADJU — LONGVIEW



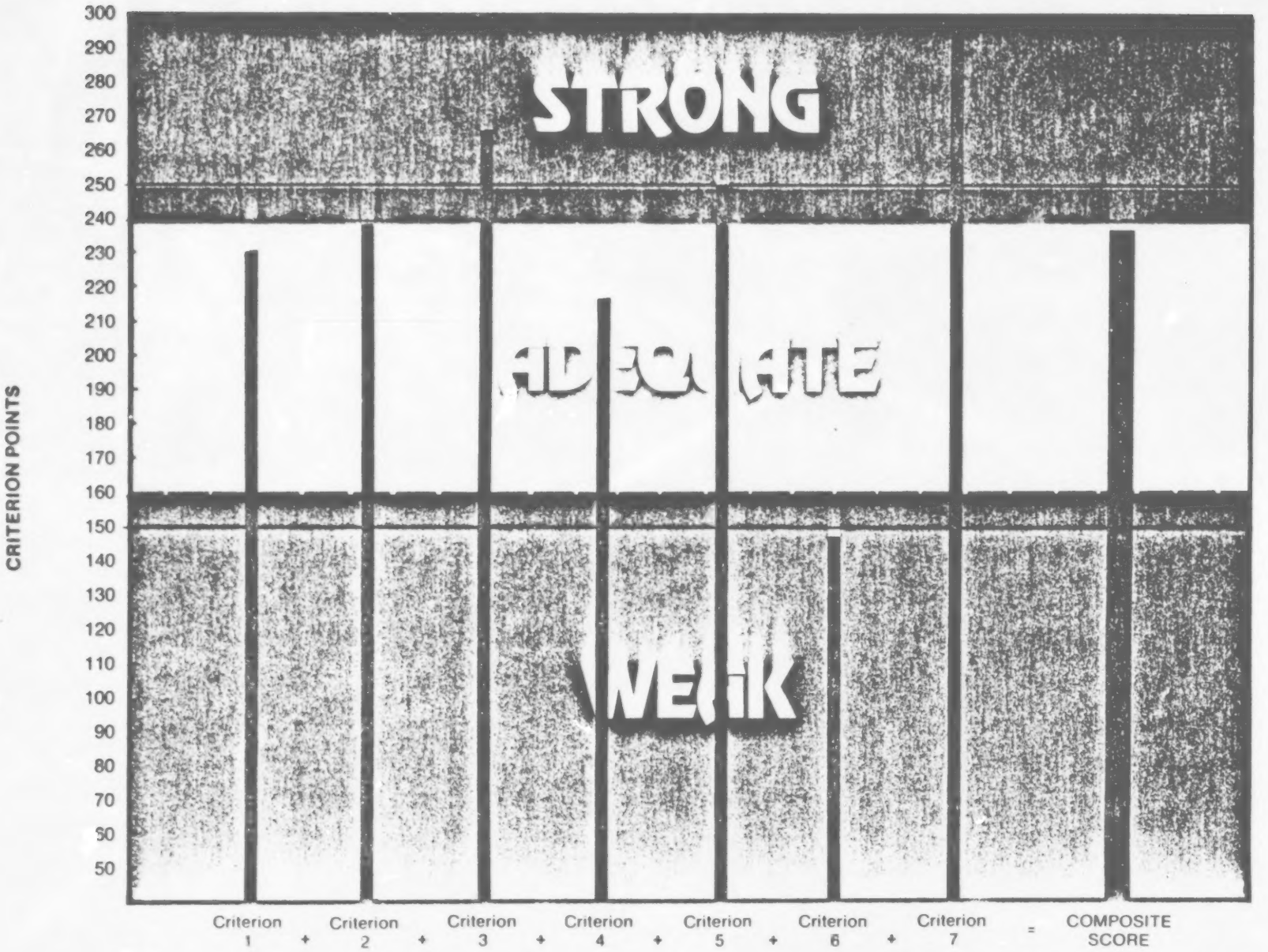
EVALUATION PROFILE

DATA PROCESSING
LONGVIEW

Sub-Criterion	Sub-Criterion Wt.	Attainment Rating		
Criterion I. Local Job Market Needs				
A	.32	254	= 81	The Occupational community's expressed need for graduates
B	.29	200	= 58	Program graduates' need for employment (% finding jobs)
C	.28	248	= 69	The occupational community's expressed need for the type of education offered by the program
D	.11	200	= 22	Projected employment needs reported by the K.C. Manpower Report
Total 230 X .24 = 55.2 Weighted Criterion 1 Score				
Criterion II. Past and Present Student Needs				
A	.21	233	= 49	Employed graduate satisfaction with the program's job preparation
B	.19	234	= 45	Employed graduate satisfaction with the knowledge offered
C	.17	217	= 37	Employed graduate satisfaction with the skills training offered
D	.16	293	= 47	Employed graduate ratings of the program's quality
E	.10	196	= 20	Current student satisfaction with the skills training offered
F	.09	211	= 19	Current student satisfaction with the knowledge offered
G	.08	280	= 22	Current student ratings of the program's quality
Total 239 X .23 = 55.0 Weighted Criterion 2 Score				
Criterion III. Graduate Job Performance				
A	.60	260	= 156	Employer satisfaction with the graduate's overall performance
B	.29	275	= 80	Employer reports of spending less, equal or more time on entry training
C	.11	263	= 29	Employer reports of saving, breaking even, or losing money on entry training
Total 265 X .23 = 61.0 Weighted Criterion 3 Score				
Criterion IV. Occupational Community Support				
A	.28	200	= 56	Employer (of graduates) willingness to hire another graduate
B	.26	200	= 52	Occupational Community willingness to hire program graduates
C	.22	256	= 56	Employer (of graduates) ratings of program quality
D	.14	228	= 32	Occupational Community ratings of program quality
E	.10	200	= 20	Occupational Community awareness of the program's existence
Total 216 X .10 = 21.6 Weighted Criterion 4 Score				
Criterion V. Cost Effectiveness				
A	.54	250	= 135	Cost per Credit Hours
B	.46	250	= 115	Cost per Contact Hours
Total 250 X .08 = 20.0 Weighted Criterion 5 Score				
Criterion VI. Success in Reaching Handicapped & Disadvantaged				
A	.25	100	= 25	Evidence that program facilities are equipped to handle the handicapped
B	.20	100	= 20	Availability of personal support services to the handicapped
C	.18	200	= 36	Availability of personal support services to the disadvantaged
D	.15	300	= 45	Availability of academic assistance to disadvantaged students
E	.11	100	= 11	Program's communication of willingness to enroll the handicapped
F	.11	100	= 11	Program's communication of willingness to enroll the disadvantaged
Total 148 X .08 = 11.8 Weighted Criterion 6 Score				
Criterion VII. Success in Demonstrating Sex Fairness				
A	~~.55~~	300	= 300	Evidence of program's encouragement of both sexes to enroll in program
B	~~.45~~	NA	= —	Evidence that students do not drop from program because of sex bias
Total 300 X .04 = 12.0 Weighted Criterion 7 Score				

Composite Score = 237 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: DAPR — LONGVIEW



EVALUATION PROFILE

GENERAL BUSINESS
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 214 = 68 The Occupational community's expressed need for graduates
B .29 X 100 = 29 Program graduates' need for employment (% finding jobs)
C .28 X 215 = 60 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 190 X .24 = 45.6 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 218 = 46 Employed graduate satisfaction with the program's job preparation
B .19 X 250 = 48 Employed graduate satisfaction with the knowledge offered
C .17 X 225 = 38 Employed graduate satisfaction with the skills training offered
D .16 X 296 = 47 Employed graduate ratings of the program's quality
E .10 X 205 = 21 Current student satisfaction with the skills training offered
F .09 X 215 = 19 Current student satisfaction with the knowledge offered
G .08 X 278 = 22 Current student ratings of the program's quality

Total 241 X .23 = 55.4 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 267 = 160 Employer satisfaction with the graduate's overall performance
B .29 X 278 = 81 Employer reports of spending less, equal or more time on entry training
C .11 X 250 = 28 Employer reports of saving, breaking even, or losing money on entry training

Total 269 X .23 = 61.9 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 200 = 52 Occupational Community willingness to hire program graduates
C .22 X 267 = 59 Employer (of graduates) ratings of program quality
D .14 X 243 = 34 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 239 X .10 = 23.9 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 200 = 36 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 200 = 22 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 149 X .08 = 11.9 Weighted Criterion 6 Score

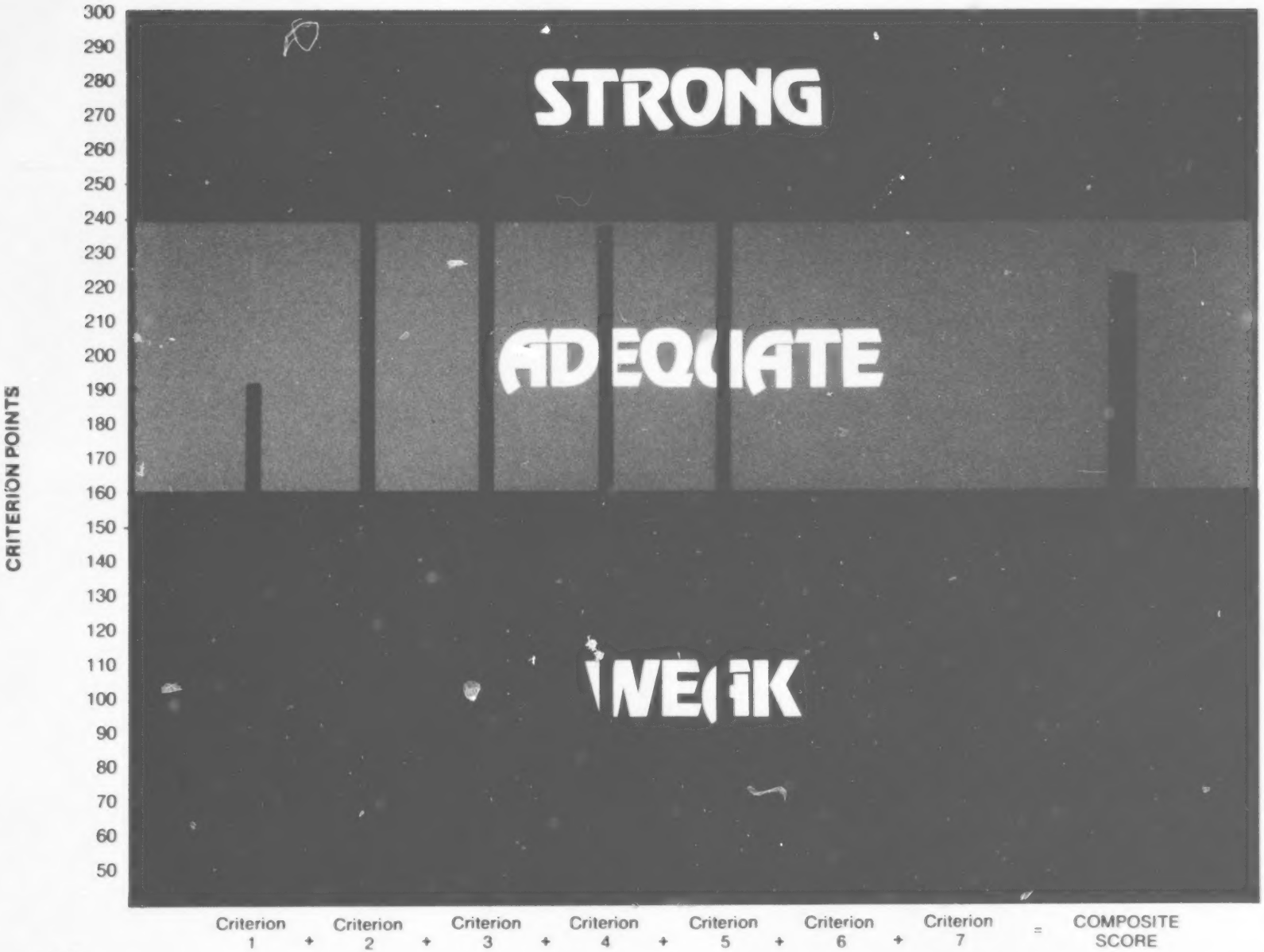
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4 Weighted Criterion 7 Score

Composite Score = 223 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: GBUS — LONGVIEW



183

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EVALUATION PROFILE

MIDMANAGEMENT
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 209 = 67 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 228 = 64 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 222 X .24 = 53.3 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 210 = 44 Employed graduate satisfaction with the program's job preparation
B .19 X 246 = 47 Employed graduate satisfaction with the knowledge offered
C .17 X 227 = 39 Employed graduate satisfaction with the skills training offered
D .16 X 285 = 46 Employed graduate ratings of the program's quality
E .10 X 218 = 22 Current student satisfaction with the skills training offered
F .09 X 234 = 21 Current student satisfaction with the knowledge offered
G .08 X 288 = 23 Current student ratings of the program's quality

Total 242 X .23 = 55.7 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 275 = 165 Employer satisfaction with the graduate's overall performance
B .29 X 263 = 76 Employer reports of spending less, equal or more time on entry training
C .11 X 271 = 30 Employer reports of saving, breaking even, or losing money on entry training

Total 271 X .23 = 62.3 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 300 = 78 Occupational Community willingness to hire program graduates
C .22 X 233 = 51 Employer (of graduates) ratings of program quality
D .14 X 241 = 34 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 257 X .10 = 25.7 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 250 = 135 Cost per Credit Hours
B .46 X 250 = 115 Cost per Contact Hours

Total 250 X .08 = 20 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 200 = 40 Availability of personal support services to the handicapped
C .18 X 200 = 36 Availability of personal support services to the disadvantaged
D .15 X 100 = 15 Availability of academic assistance to disadvantaged students
E .11 X 200 = 22 Program's communication of willingness to enroll the handicapped
F .11 X 100 = 11 Program's communication of willingness to enroll the disadvantaged

Total 149 X .08 = 11.9 Weighted Criterion 6 Score

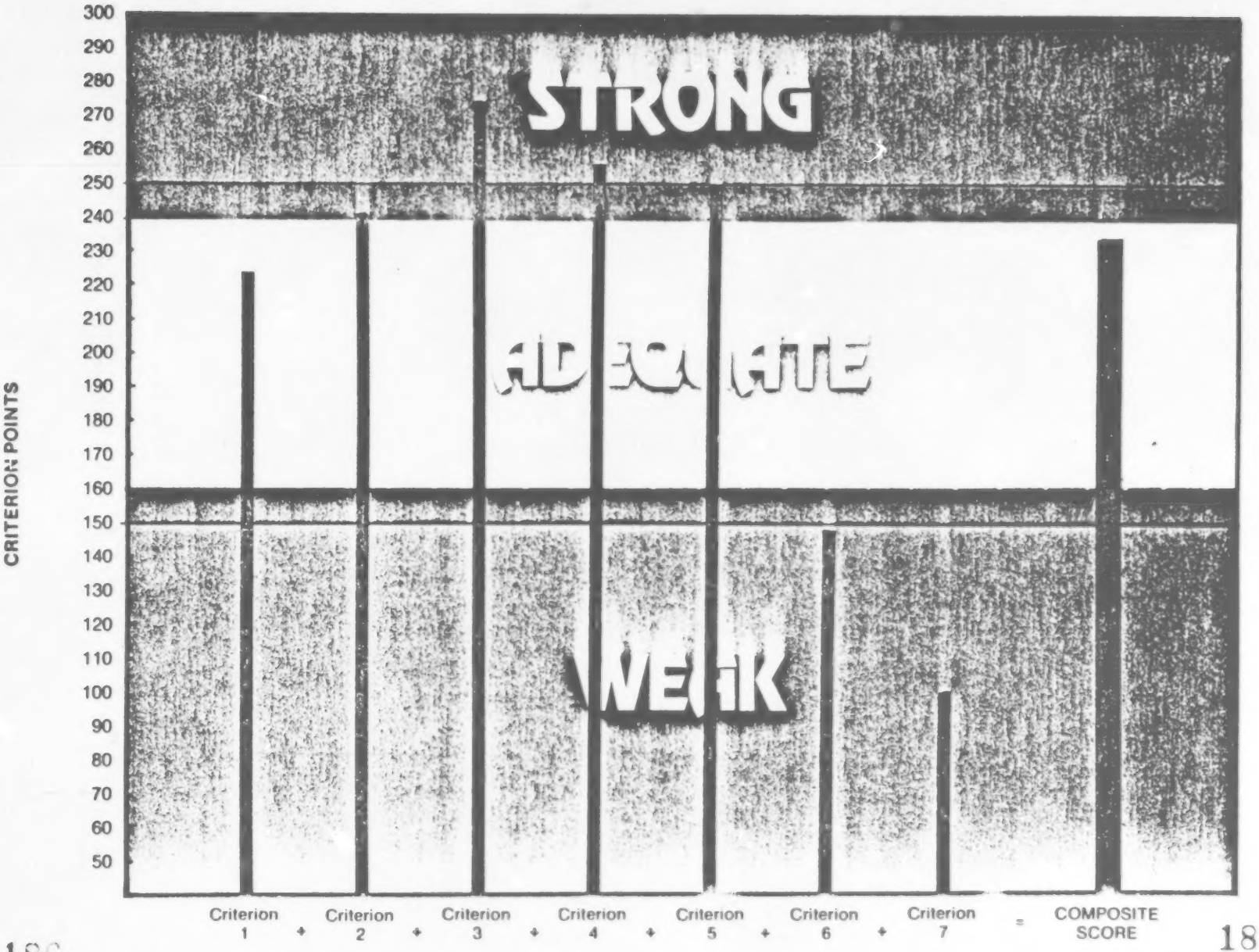
Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 100 = 100 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 100 X .04 = 4 Weighted Criterion 7 Score

Composite Score = 233 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: MIDM — LONGVIEW



EVALUATION PROFILE

SECRETARIAL SCIENCE
LONGVIEW

Sub-Criterion | Sub-Criterion Wt. | Attainment Rating

Criterion I. Local Job Market Needs

A .32 X 270 = 86 The Occupational community's expressed need for graduates
B .29 X 200 = 58 Program graduates' need for employment (% finding jobs)
C .28 X 255 = 71 The occupational community's expressed need for the type of education offered by the program
D .11 X 300 = 33 Projected employment needs reported by the K.C. Manpower Report

Total 248 X .24 = 58.5 Weighted Criterion 1 Score

Criterion II. Past and Present Student Needs

A .21 X 255 = 54 Employed graduate satisfaction with the program's job preparation
B .19 X 242 = 46 Employed graduate satisfaction with the knowledge offered
C .17 X 261 = 44 Employed graduate satisfaction with the skills training offered
D .16 X 293 = 47 Employed graduate ratings of the program's quality
E .10 X 227 = 23 Current student satisfaction with the skills training offered
F .09 X 226 = 20 Current student satisfaction with the knowledge offered
G .08 X 274 = 22 Current student ratings of the program's quality

Total 256 X .23 = 58.9 Weighted Criterion 2 Score

Criterion III. Graduate Job Performance

A .60 X 262 = 157 Employer satisfaction with the graduate's overall performance
B .29 X 271 = 79 Employer reports of spending less, equal or more time on entry training
C .11 X 270 = 30 Employer reports of saving, breaking even, or losing money on entry training

Total 266 X .23 = 61.2 Weighted Criterion 3 Score

Criterion IV. Occupational Community Support

A .28 X 300 = 84 Employer (of graduates) willingness to hire another graduate
B .26 X 200 = 52 Occupational Community willingness to hire program graduates
C .22 X 276 = 61 Employer (of graduates) ratings of program quality
D .14 X 240 = 34 Occupational Community ratings of program quality
E .10 X 100 = 10 Occupational Community awareness of the program's existence

Total 241 X .10 = 24.1 Weighted Criterion 4 Score

Criterion V. Cost Effectiveness

A .54 X 200 = 108 Cost per Credit Hours
B .46 X 200 = 92 Cost per Contact Hours

Total 200 X .08 = 16.0 Weighted Criterion 5 Score

Criterion VI. Success in Reaching Handicapped & Disadvantaged

A .25 X 100 = 25 Evidence that program facilities are equipped to handle the handicapped
B .20 X 300 = 60 Availability of personal support services to the handicapped
C .18 X 300 = 54 Availability of personal support services to the disadvantaged
D .15 X 200 = 30 Availability of academic assistance to disadvantaged students
E .11 X 200 = 22 Program's communication of willingness to enroll the handicapped
F .11 X 200 = 22 Program's communication of willingness to enroll the disadvantaged

Total 213 X .08 = 17.0 Weighted Criterion 6 Score

Criterion VII. Success in Demonstrating Sex Fairness

A ~~.55~~ X 300 = 300 Evidence of program's encouragement of both sexes to enroll in program
B ~~.45~~ X NA = — Evidence that students do not drop from program because of sex bias

Total 300 X .04 = 12.0 Weighted Criterion 7 Score

Composite Score = 249 (Sum of all seven weighted criterion scores)

PROGRAM TITLE: SECR — LONGVIEW

EVALUATION PROFILE